

TWO YEARS IN THE INFANT SCHOOL

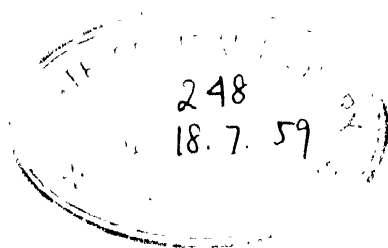
VOLUME TWO

TWO YEARS IN THE INFANT SCHOOL

PREPARED
UNDER THE SUPERVISION OF
ENID BLYTON, N.F.U.

VOLUME TWO
TOPICS 22-42

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Topic No. 22

The Farmyard

SECTION I: *THE TALK*

A FARMYARD is a lovely place! There is always such a lot going on there. The hens run about and scratch and cluck, the ducks swim and quack, the turkeys gobble, the geese stretch out their long necks and hiss or cackle.

Then there are the nice fat pigs, so friendly and amusing. They live in the sty, and root about there in the straw. How fat they are! Even the little piglets are fat and round too. They all have strong snouts for hunting in the straw and mud. Their tails are often curly, and their bodies have big bristly hairs on here and there. They grunt loudly, "Oomph, oomph!"

The sheep live in the fields near by. The mothers say "Baa, baa," and the little lambs answer them, "Maa, maa, maa!" They frisk about all day long.

The cows stand in the meadows, eating the nice juicy grass. They are big and quiet. When they speak they say "Moo, moo!" and their voice is deep and loud. They will not harm us, even if we walk close by them in the meadow. They look at us out of big brown eyes. They have horns on their heads, but they do not use them for anything. They whisk their long tails about to keep away the tiresome flies.

The horses are not far off. Most of them are at work, but one or two are in the field. They like to eat the sweet grass too. They work hard for the farmer. They drag the plough along, they draw the heavy carts, and they take the farmer to market when he goes. They are his very good friends.

The farmer has two dogs. One is a sheep-dog who helps to look after the sheep. The other is a terrier and he guards the farmhouse, and barks at any tramp who might steal eggs or chickens. There are a great many cats at the farm too. They are fat because they feast on the rats and mice that run about the farm, stealing oats and other grain from the barns.

Do you see the barn? It is stored with hay and grain for the animals. The farmer has a horse in the barn—can you see him looking out of the

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door? There are sheds here and there, too. In them the cows stand to be milked. They are kept very clean. The hens live in their hen-house at night. There is one hen that is sitting on eggs in a coop. Can you see her? She is peeping out of her coop. She is getting tired of sitting there.

The farmhouse is near by. Sometimes the hens run into the open kitchen door and then the farmer's wife shoos them out! You can see her at the door, throwing some scraps to the excited birds. The ducks live on the little farm pond. They are very happy.

The pigs are the hungriest creatures of all. They would eat all day long if they could. The farmer's boy is bringing them their dinner. It is made of all kinds of things. There are potato parings in the pail, and apple-peel. There are small potatoes that the farmer's wife cannot use. There are all sorts of household scraps mixed up together with butter-milk. The pigs will grunt with joy when the boy gives them such lovely food for their dinner!

The farmer is a busy man. There is such a lot to do on the farm each day. All the animals must be fed. His fields must be seen to. His fruit-trees must be picked. His hay must be made. His corn must be harvested. His cows must be milked.

At night all the animals must go to their sleeping-places. The horses are put in their stables if it is cold weather. If not they are allowed out in the fields all night. The cows go to their sheds. The sheep are in the field, or, if the weather is cold, they are put into their fold. The pig sleeps in the sty. The hens walk into their house. The dog goes to his kennel. The cats find a warm place in the barn, and keep a look-out for mice. Everything has to have a sleeping-place—and when all his animals and birds are safely away for the night the busy farmer goes to his house, shuts his door and has a rest. He must be fed too, and must have a good bed!

Then up he gets in the morning to milk his cows—what a busy, busy man he is!

SECTION II: ORAL COMPOSITION AND LANGUAGE TRAINING

(1) **L**ET the children chatter freely about all the sights and sounds on a farm. The topic this week is very valuable for revising sounds and letters with the weaker children.

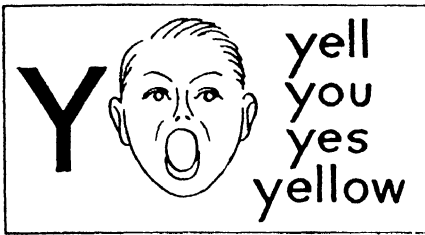
(2) Let the children tell all the sounds they would hear.

What do the big pigs say? Grunt, grunt.

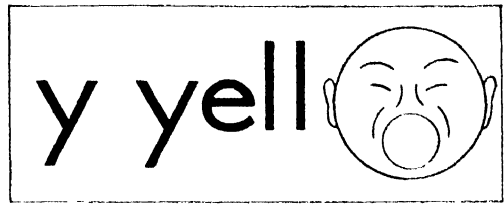
What do the little pigs say? Wee, wee.

What do the cows say? The sheep? The hens? The cock? The ducks? The pigeons? The horses? The dog? The cat? The little mice in the barn?

(3) Let the children come out in groups and tell all they can see in the coloured picture.



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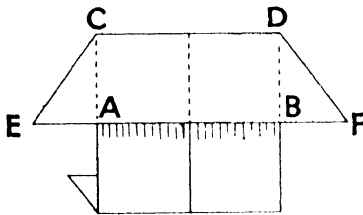
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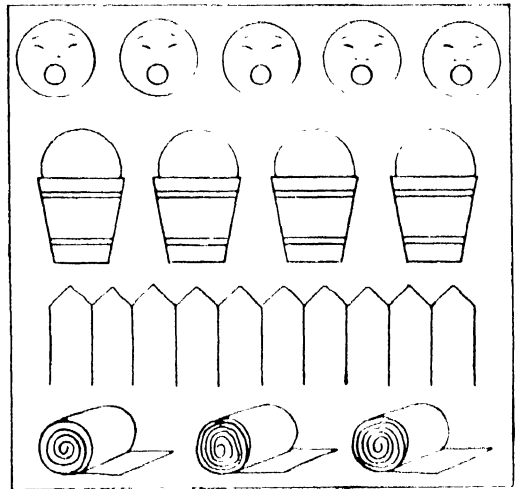
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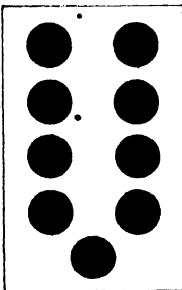
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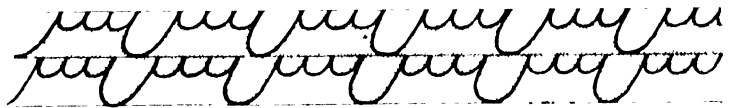
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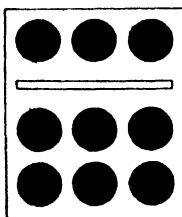
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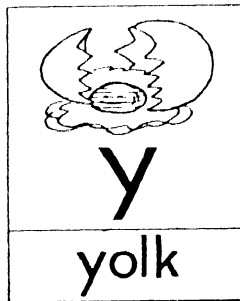
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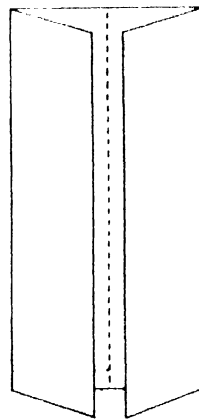
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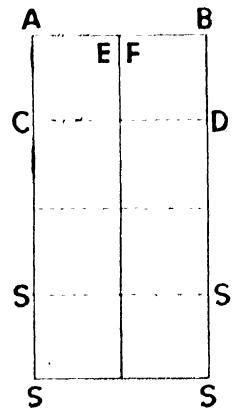
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(4) See that the children know the meanings of these words—*shed, barn, kennel, sty, stables, pen, fold.*

(5) Ask the children (*a*) where the dog sleeps, (*b*) where the pigs are kept, (*c*) where the fowls sleep, (*d*) where the sheep are sometimes driven at night, (*e*) where the horses sleep, etc.

(6) Let them tell about the work that goes on in the farmyard. How the different creatures are fed.

What food is the boy bringing to the pigs?

What does the horse like? Oats, bread, sugar, etc.

What does the sheep like?

(7) Let the children take it in turns to describe certain animals or birds in the picture. This is a valuable exercise for language training.

(8) Let them give suitable names to some of the animals; for example, the black and white pig can be called Spotty, etc.

(9) Let them tell and act parts of the stories.

(10) Teach these rhymes:

(1) WALKING IN THE FARMYARD

Whenever I go out to walk,
All the geese begin to squawk;
And when I start to wander back,
All the ducks begin to quack.

L. F. JACKSON.

(2)

The teacher can sometimes say this rhyme and let the children take the parts of the different creatures. They join in at the right time.

IN THE FARMYARD

When the farmer's day is done,
In the farmyard every one,
Beast and bird politely say,
"Thank you for my food to-day."

The cow says, "Moo!"
The pigeon, "Coo!"
The sheep says, "Baa!"
The lamb says, "Maa!"
The hen, "Cluck! Cluck!"
"Quack!" says the duck;
The dog, "Bow-wow!"
The cat, "Meow!"
The horse says, "Neigh!"
I love sweet hay;"
The pig near by,
Grunts in his sty.

When the doors are shut up tight,
Then the farmer says, "Good night!"
Thanks his birds and beasts each one,
For the work that has been done.

MAUD BURNHAM.

(3) FARMYARD SOUNDS

"Wee, wee," says the baby pig,
"Grunt, grunt," goes the hog,
"Squeak, squeak," says the grey rat,
"Too-whoo," hoots the owl,
"Caw, caw," says the black rook;
"Quack, quack," cries the duck,
"Gobble, gobble," goes the old turkey,
"That is quite enough."

SECTION III: READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

(a) **T**EACHING the sound of *y*. Tell a child to point to the next child. What word do they use when speaking to someone else? *You*. Show a picture of a screaming child (Fig. 257). Get the word *yell* and let the children notice the sound of *y*. Print the word *you* on the board. Let the children notice the *y* sound at the beginning. Ask if they like toffee. *Yes*. Print the word *yes* on the board. Ask what colour the little ducklings were in their story last week. *Yellow*. Show them the card (Fig. 257) and let them read the words—*yell, you, yes, yellow*. Remind children that they must make the sound with widely opened mouth. Let them repeat the words beginning with *y* and notice how they must open the mouth. Ask them what they see inside their egg when they break it open in the morning—a white part and a yellow part; the yellow part is the *yolk*.

(b) What does the coloured picture show this week? A farmyard. Some houses have a back yard.

(c) Read again to the children rhymes (1), (2) and (3) from Topic 21. Let them listen for the sound of *y* in *yellow* and *you*.

(2) *Word Recognition*

Make sure that the children know the sight word *you*. Let the children make up little sentences with *I* and *you*. Print them on the board to be read:

I hop. You hop. I run. You run, etc.

Teach the word *put*. This word is best taught by writing little commands on the board.

The teacher first performs an action herself, and writes what she does on the board:

I put the book on the table.

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She draws attention to the word *put* and lets the children read the sentence.

Then the teacher writes little commands, and calls on a child to read them and perform the actions. In writing these commands the teacher can now draw attention to the use of a capital letter at the beginning of a command, and to the full stop with which each little command finishes.

Put the pen on the box.

Put the box on the table.

Put the box here (The teacher reads this sentence and points near).

Put the box there (The teacher again reads the sentence and points away).

The next day the children can put certain things away. As each child does so, the teacher writes what he does on the board as he tells her what he does:

I *put* the pens away.

Sometimes she can write "You *put* the pens away." Use the word *put* over and over again until its appearance becomes familiar to the children.

Leave some commands on the board for the children to read each day.

(3) *The Sentence Method*

Let the children make up interesting sentences about the farmyard. Print one or two on the board for the children to read. Leave at least one up for a day or two:

In the yard the pigs are grunting.

Tell the children the story of Bunty and her yellow sunshade, and let them tell the story.

Where did Bunty go for her holidays? To a farm.

What frightened her as she walked across the *yard*?

Some great white geese with long wagging necks and gaping beaks. When they came near her, she was just going to *yell*. Who came to her rescue? Bobby. Let the children tell how Bobby drove the geese away with the *yellow* sunshade. Then show them picture-sentence card No. 43. They will like looking at this picture. Let them talk about it.

Why is Bunty so frightened? She is afraid the geese will bite her legs. How is Bobby frightening the geese? What is Bunty saying? Read the sentence to the children:

"Yellow sunshade, yellow sunshade, save me from the geese."

Let the children read the sentence all together and individually. Let them dramatise the story to bring in this sentence. Point out the sound in *yellow*; the *s* sound in *sun* and *save*, the *sh* sound in *shade*, the hard *g* in *geese*.

Tell them the story of how Bobby and Bunty played with the pigs. Let the children tell parts of the story. Which of the pigs did Bunty like best? Which pig did Bobby like? What game did Betty think of?

Show them picture-sentence card No. 44. Let them talk about it. Then read them the sentence:

"Through the farmyard rode Bobby on Grunty, the black and white pig."

Most of the children will remember the word *through*, so the phrase *through the farmyard* will be quickly recognised.

Teach this sentence in the usual way. Revise picture-sentence cards already taken.

Give the quick children the sentence strips on Sheet 5 (page 320B). Notice how many can read them without having to match them with the picture-sentence cards. These sentence strips will last longer if they are mounted on thin cardboard. Mount the whole of the sheet before cutting out the different sentences. Many of the children will remember the sentence:

"Through all the pleasant meadow land the grass grew shoulder high."

(4) Letter Recognition

Show the children the picture card for *y*. Draw *y* on the board.

Let the children say again the words they know beginning with *y*. Write the words on the board and underline the *y*'s. Draw in turn all the letters that have tails on the board and see if the children can recognise them (Fig. 258).

Add *y* to the Alphabet Frieze (Fig. 259). Let the children go to the picture-sentence cards and pick out words beginning with *p*, *g*, *q* and *j*.

Give each child a giant letter. Say a word and let the child who has the letter with which it begins come out.

SECTION IV : WRITING

(1) DRAW *y* on the board for the children. It can be made with two downward strokes or a downstroke and upstroke to make the *v* part, then a downstroke to make the tail.

(2) Give them the writing cards Fig. 260 and Fig. 261. For individual work let the children choose any writing cards or picture-sentence cards to copy.

(3) Continue, especially with the weak children, giving further practice in these letters: *b*, *p*, *o*, *a*, *d*, *g*, *q*; backward children find them difficult.

(4) Give practice also in these letters: *e*, *r*, *v*, *w*, *y*.

(5) Let them copy from a card a group of words for space practice and the grouping of letters into words; for example: The pig is in the pen.

They can illustrate this sentence by drawing a small enclosure with a pig inside it.

Writing Patterns (Fig. 262)

Let the children write any patterns they know, altering them as they wish. Fig. 262 is a suggestion.

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SECTION V: NUMBER

(1) **R**EVISION of previous work.

(2) Continue counting and the recognition of numbers from 1-30. When the children are counting individually great care must be taken with the enunciation. The recognition of numbers beyond 10 needs much practice. When children are putting out their counters and figures in the individual work periods, figures like 10 are often turned upside down, and the unobservant child often confuses 12 and 21. Constant practice and correction must go on each week.

(3) Number games for helping children to understand the composition of numbers from 1 to 8. Draw a basket on the board, let a child come out and draw a figure by the side of it (any number from 1-8) and another child draw the right number of apples in the basket. The class notice if the right number is drawn. Suggest simple sums—2 apples are taken from the basket (rub out two). How many are left? etc.

Continue bead threading and the use of bead-bars, etc.

(4) Further work with number 9 for the quick group. Let the children have 9 counters and group them in 2's. Let them tell how many 2's they get, and how many are left over. The one left over can be called the *odd man* (Fig. 263). This is a good preparation for teaching odd and even numbers later on.

Now let them group 9 into 3's; this is very easy. Some children already realise that 9 is three 3's. Let the children see if they can make a square with their 9 counters (Fig. 264). Show them that whichever way they count, the counters are in 3's, either down, across or slanting. Tell them the best way to think of 9 is as three 3's. Let the children take a stick and lay it across the square as in Fig. 264. How many 3's are above the line? How many 3's are below? What are two 3's? Let children count 3, 6, 9.

(5) Beginning measurements. Draw a line a *yard* long on the board. Draw a line several *yards* long on the floor. Let the children talk of the draper's shop. When mother buys ribbon what does she ask for? She says a *yard* or *half-a-yard* or 2 *yards*. Perhaps some children have seen the shopman measure a yard. Sometimes he has a yard stick and sometimes a yard space is measured in brass on the counter. Let the children hold out their arms to show about how much they think a yard is. Show them the line on the board. Let a child have a strip of paper rolled up to represent ribbon and measure off a yard.

Let the children play shopping games, and sell yards of ribbon at 1*d.* a yard. Let some buyers ask for half-a-yard. Put a mark a yard high on the wall. Let some children measure it with a strip of paper a yard long. They will enjoy measuring each other against the wall to see if they are more or less than a yard high.

SECTION VI: DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of a farmyard. Let the children draw what interests them most in the farmyard.

(2) *Drawing to help Writing and Number* (Fig. 265)

- (a) A row of open mouths for yells or yawns.
- (b) A row of buckets to carry food to the pigs.
- (c) A fence for the farmyard.
- (d) Some rolls of ribbon.

Encourage the children to write the number of things drawn. How many pieces of wood in the fence? The children can also draw a certain number of pigs, cows, etc., for the farmyard.

(3) *Modelling in Clay or Plasticine*

Some animals or birds on the farm.

(4) *Paper Folding*

A barn. Fold a square of paper into 4 equal parts as in Fig. 266. Folding the paper in half, and then in half again, helps number work. The children begin to understand what is meant by one half and one quarter.

Next take the folded square and fold it into 4 equal parts again as in Fig. 267. Fold down the quarter A B C D to form the roof, and pull out the corners E and F as in Fig. 268. Fold back the quarter S S S S to form a stand as in Fig. 268. The children can crayon the roof and doors and add a window. This is a very effective model if the children are making a farm scene.

Toy or Plasticine farm creatures can be put outside each barn. Directions for making railings and trees for a farm scene were given in Topic 10.

SECTION VII: DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.

(1) *Dramatisation*

- (a) **L**ET the children dramatise the story of Bobby and Bunty's visit to the farm.
 - (b) A shopping game. Buying yards of cloth and ribbon from the draper. The ribbon and cloth are wall-paper.

(2) *Rhythmic Exercises*

- (a) Revision. (b) Tune: "The Farmer in the Dell."

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Before the children begin to play let them first hum the tune and then sing the words, keeping time (four beats to a bar) with any simple action as nodding, clapping, etc.

- (1) The farmer in the yard, the farmer in the yard,
Heigh-ho derry oh, the farmer in the yard.
- (2) The farmer needs a horse, the farmer needs a horse,
Heigh-ho derry oh, the farmer needs a horse.
- (3) The farmer needs a cow, etc.
- (4) The farmer needs a sheep, etc.
- (5) The farmer opens the gate, etc.
- (6) The animals all run out, etc.
- (7) The animals all are home, etc.

To play the game, one of the children is chosen for the farmer; the rest of the children form a circle that represents both the yard and the animals in the yard. The farmer in turn, as the verses are sung, chooses from the circle a cow, a sheep, a horse, etc. Not too many animals should be chosen as it makes the game too long. While the children sing they move round in a circle and the farmer looks for the animal he wants. When all the animals are chosen the farmer opens the gate (verse 5), that is, the circle, and goes home; all the animals run out (verse 6). The farmer has a hard chase to catch them all. He may need to select a helper.

After the animals are caught and the farmyard gate closed, the children sing verse 7.

(3) *Playground Games*

Any of those already given.

Mark a chalk line or several chalk lines in the playground in yards. Let the children try to stride along these lines counting the yards. Let the children try to jump a yard. They can jump along the line counting how many yards they jump.

(4) *Songs*

(a) "The Farmer in the Yard," tune traditional, "The Farmer in the Dell."

(b) Or song on pages 318-319, "In the Farmyard."

SECTION VIII: *STORIES*

BENNY'S DAY

(STORY FOR COLOURED PICTURE)

BENNY was a busy little boy. He was the son of the farmer, and he helped his father all he could. In the holidays he worked all day long—but Benny didn't mind, for he loved the animals and birds on the farm, and they loved him too.

Benny got up at half-past five in the morning and went to milk the

cows with his father. The milk streamed into the pail, warm and creamy yellow. Then Benny carried the pails into the dairy for his mother to see to. Then off he went to feed the hens, who were clucking hungrily for their corn.

He turned the horses out into the field to eat the sweet grass. He went to ask the shepherd if his lambs were all right, and he patted Rover, the shepherd's big sheepdog.

Then he heard his mother calling. "Benny, Benny, breakfast-time!"

Oh, how hungry Benny was! He ate two plates of porridge, and then ate two slices of bacon and some nice eggs with yellow yolks.

"Give the pigs their breakfast now, Benny," said his father. "Your mother has a painful of scraps for them, and you can throw in a turnip or two. Pour the buttermilk over the lot and the pigs will do well!"

"Grunt-grunt-grunt!" said the pigs, when they saw Benny coming. He emptied the food into their troughs, and then stood watching them gobble it up. Oh, how they enjoyed it! Just as much as Benny enjoyed his own breakfast!

Then the ducks had to be fed, and the eggs taken from the hen-house and counted. There were thirty-two! What a lot! Benny washed them all for his mother and put them in a basket ready to be taken to market.

Then he went to help her to make butter, and soon they had the butter made and patted into nice shapes. Benny did work hard!

When dinner-time came he thought he could eat everything that was on the table! He had two helpings of stew and potatoes and carrots, and three helpings of treacle pudding! What a good thing his mother had made a big one!

Then his father said, "Benny, you have been a good boy. You can come to market with me. I want to sell some of my young ducks and a piglet or two. Catch them for me and we'll go to market together. If I sell them all you shall have a shilling for yourself for being such a good boy."

"Ooh!" said Benny, pleased. "You *are* kind, Father!"

He ran out to the farmyard. He caught six young ducks, and chose three fat piglets from the sty. How they squealed! Benny put them safely into the market-cart and then fetched Captain, the big brown horse, and put him into the cart.

"We're ready, Father!" he called, and out came the farmer. He jumped into the cart, took the reins, and off they trotted to market.

The farmer sold all his ducks and all his pigs. What a lot of money he had! He gave Benny his shilling.

"There you are, Benny!" he said. "Now go and spend it!"

So off Benny went—and what do you think he spent it on? Just see if you can think of the things he might buy!

Then back home he went in the cart—but not to bed. No—his day's work wasn't quite finished. He had the hens to feed and the pigs to see to once again.

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“Cluck, cluck, cluck, oomph, oomph, oomph!” they said. “Here is that good boy Benny back again. We *are* pleased to see him! Cluck, cluck, cluck, oomph, oomph, oomph!”

Would you like to be Benny and have such a busy day?

THE YELLOW SUNSHADE

(STORY FOR PICTURE-SENTENCE CARD NO. 43)

BUNTY and Bobby went to stay at a farm for their holidays. What a fine time they had! They fed the hens each morning and they went to see the little yellow ducklings swimming on the pond.

One hot sunny day Bunty took her sunshade and said she would go for a walk with Bobby all round the farmyard. “We will visit *all* the animals,” she said. “It will be such fun!”

So they called on the pigs, who said “Grunt, grunt!” They called on the cows, who said “Moo, moo!” They called on the sheep, who said “Baa, baa!”

“Now we’ll call on the sheepdog,” said Bobby. So they went to the shepherd’s little hut and called on the sheepdog. He said “Wuff wuff” and licked their hands.

“Now we’ll go and call on the goats that are over on the short grass there,” said Bunty. So they called on the goats and saw their two dear little kids jumping about.

“Now we’ll go and call on the geese,” said Bobby.

So off they went to the field where the geese lived—but oh dear, the geese came running to them, their long necks stretched out, their beaks open, and they hissed very loudly indeed. “SS-ss-ss-ss!”

“They are going to peck our legs!” cried Bunty, in fright. “Oh, come away, Bobby!”

But the geese ran after them. Bunty was almost in tears. Then Bobby did a clever thing. He took Bunty’s yellow sunshade and opened it wide in front of the geese.

“Yellow sunshade, yellow sunshade, save me from the geese!” shouted Bunty.

The geese stopped. They did not like the big yellow sunshade. They ran away, cackling and hissing. The two children went home to the farm and told the farmer’s wife how unkind the geese had been.

“Oh no, they weren’t really,” said the farmer’s wife, laughing. “It is their dinner-time and they thought you had come with their dinner. That is why they came running to you. They did not want to peck your legs!”

“Well, I am glad I had my yellow sunshade,” said Bunty. “It did save me from the geese!”

BOBBY'S HORSE

(STORY FOR PICTURE-SENTENCE CARD No. 44)

BOBBY wanted a ride. He went to the farmer and asked for one.
 "Please may I have a ride on a horse?"
 "Not to-day," said the farmer. "I'm too busy to take you."
 So Bobby went to the farmer's wife.

"Can I have a ride on the pony?" he asked.

"No, dear," said the farmer's wife. "The pony is working today."

Bobby ran out to Bunty. "It's such a pity!" he said. "No one will let me have a ride."

"Well, let's go and see if we can find something ourselves, to ride on," said Bunty. So off they went. They tried to ride on the dog, but he wouldn't let them. They tried to ride on the little calf, but its mother came up and mooed so loudly that the two children were frightened.

And then they saw the black and white pig in the sty. "Oh look!" said Bobby. "Here's Grunty the pig! His back is so broad and fat! He would make a lovely horse to ride on! Let's catch him and ride on him!"

Bunty opened the gate of the sty. Bobby went in. Grunty ran up to him thinking that Bobby was bringing him something to eat. In a trice the little boy was on the pig's fat back! Grunty was frightened! He tore out of the gate of the sty, saying "Ooomph! Ooomph!" at the top of his voice. No one had ever ridden him like a horse before!

Through the farmyard rode Bobby on Grunty, the black and white pig. How he jogged and jerked up and down—and then a dreadful thing happened!

Grunty suddenly stopped quite still—and Bobby fell off—right into a big muddy puddle! How he yelled!

The farmer's wife came to pick him up.

"Pigs are not meant to be ridden on, Bobby," she said. "They don't like it."

"I'll never ride one again!" said Bobby.

"Nor will I," said Bunty.

And they never did!

IN THE FARMYARD

ENID BLYTON

CECIL SHARMAN

At an easy walking pace

Key G \sharp

VOICE

PIANO

mf

1. When by the farm I
2. The pigs are grunt - ing

walk a-long, I love the sounds I hear, The ducks are quack-ing
in their sty, The cows are say - ing 'moo'; The hors - es neigh as

1 out a song, The hens cluck far and near.
I go by, The sheep are bleat - ing too.

2

In the Farmyard (cont)

8. Maa, maa, baa, baa, Hear us when we call.

Neigh, neigh, bray, bray, We've vol - ces big and small,

Moo, moo, coo, coo, From dawn of day till dark, Wuff, wuff,

quite e-nough, Says Ro - ver, with a bark!

IN THE FARMYARD

ENID BLYTON

CECIL SHARMAN

At an easy walking pace

Key G \sharp

VOICE

PIANO

mf

1. When by the farm I
2. The pigs are grunt - ing

walk a-long, I love the sounds I hear, The ducks are quack-ing
in their sty, The cows are say - ing 'moo'; The hors - es neigh as

1 out a song, The hens cluck far and near.
I go by, The sheep are bleat - ing too.

2

Topic No. 23

Birds We See (Sparrows and Pigeons)

SECTION I: *THE TALK*

IF we look out of the window we are sure to see birds. What shall we see? Perhaps a robin with his bright red breast, perhaps a tit swinging on a coco-nut, perhaps a blackbird sitting on the wall, showing us his fine big tail. What other birds shall we see? Well, there are sure to be some little brown sparrows, for they are everywhere! They may be hop-hop-hopping on the grass, they may be flying about in the trees, they may be sitting up on the roof, chirruping and twittering in their loud, cheerful voices.

Perhaps we shall see pigeons too, with their pretty soft blue-grey colours. They are much bigger than the sparrows. It doesn't matter where we live, town or country we shall see both sparrows and pigeons around us, and hear the "chirp-chirp" of the sparrows and the "coo-coo" of the pretty pigeons.

What is the sparrow like? He is a small brown bird with a strong little beak and feet that go hoppitty-hop over the grass. In the spring-time the cock sparrows wear little black bibs under their chins, so we shall be able to tell them from the hens then. We must remember to look and see which sparrows are wearing bibs of black feathers.

Sometimes we throw out bread to the sparrows and they fly down to it in delight. Often they quarrel with one another, and sometimes they peck hard and make the feathers fly. Then all the sparrows nearby come to watch the fight, and how they shout! "Chirrup, chirrup, chirrup!" they call, and we look out of the window to see what is going on!

Sparrows love to give themselves a bath in a bowl of water or bird-bath. Shall we put one out for them when the hot weather comes? It is fun to see them get into the water, throw it over themselves in a shower of spray and then jump out to dry themselves in the warm sun. They take each feather between their beaks and smooth them all down neatly until they look very well-dressed. That is their way of looking after their clothes. Even very young sparrows look after their feathers.

The baby sparrows are covered in soft, fluffy down. They have no long feathers such as the bigger sparrows have. But they soon grow their

IN THE FARMYARD

ENID BLYTON

CECIL SHARMAN

At an easy walking pace

Key G \sharp

VOICE

PIANO

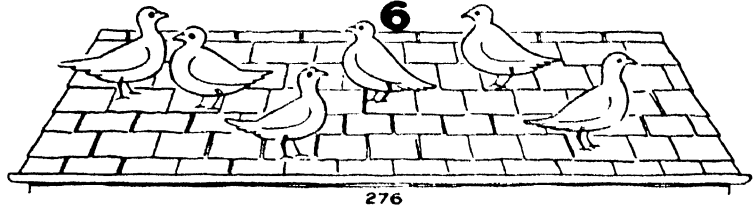
mf

1. When by the farm I
2. The pigs are grunt - ing

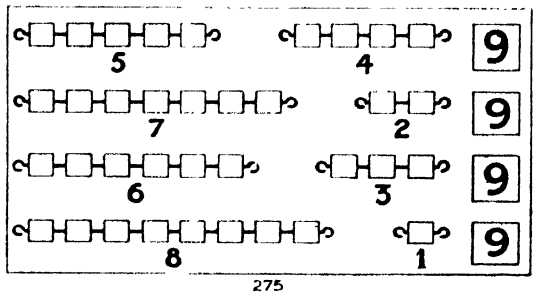
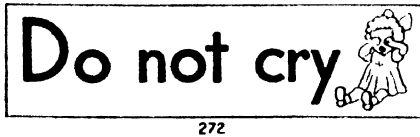
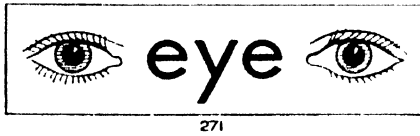
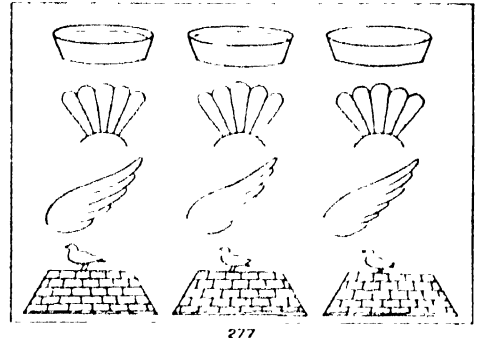
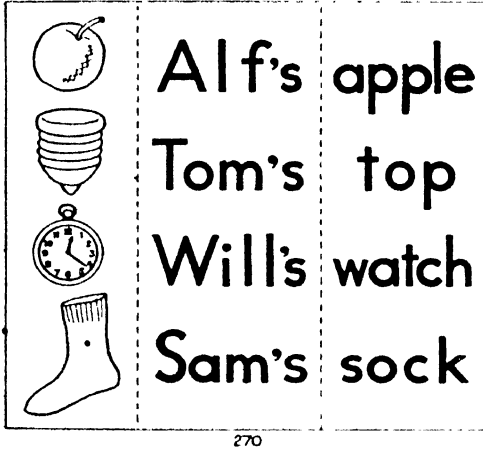
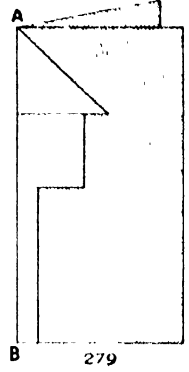
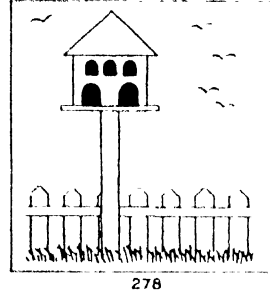
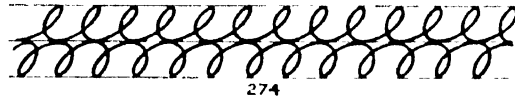
walk a-long, I love the sounds I hear, The ducks are quack-ing
in their sty, The cows are say - ing 'moo'; The hors - es neigh as

1 out a song, The hens cluck far and near.
I go by, The sheep are bleat - ing too.

2



Aa Tt Ww Ss



Figs. 269-279.

323

IN THE FARMYARD

ENID BLYTON

CECIL SHARMAN

At an easy walking pace

Key G \sharp

VOICE

PIANO

mf

1. When by the farm I
2. The pigs are grunt - ing

walk a-long, I love the sounds I hear, The ducks are quack-ing
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I go by, The sheep are bleat - ing too.

2

SECTION III: READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

- (a) **R**EVISE the sound of *qu*—*quack, quill, quarrel, queen, quiet, quick*.
 (b) Revise the sound of *y* at the beginning of words—*yard, yellow, yes, yesterday, you, yell, yolk*.

Show them the picture card for *qu* (Fig. 239, Topic 21) and let them read the words. Show them the picture card for *y* (Fig. 269) and let them read the words. Let them look for words beginning with *qu* and *y* on their sentence cards.

(c) Tell them that *y* sometimes sounds just like the name of *i*. Write the word *fly* on the board for them to read. Birds *fly*.

Show them the picture card for *y* when sounded like big *I* (Fig. 269).

Let the children read the words. Let them use these words. Write little phrases on the board for the children to read, thus :

My book.

Tom is *by* teacher.

Rock-a-*bye* baby. *Bye-bye*.

Do not *cry*.

Try not to *cry*.

Birds *fly* to the *sky*.

Let the children notice that in the word *eye*, only *y* speaks. The two *e*'s are silent. They are like two eyes, they look and do not speak.

(2) *Word Recognition*

Let the children look at their picture-sentence cards and see how often they can find the word *my*. Tell them to find the sentence that contains *sky*. Write *eye* on the board for the children to read. See if they can read the sentence: The soap is in *my eye*.

New word to be taught: *says*. Print the word *says* on the board in coloured chalk and in white chalk. Read the word to the children and let them read it. Let the children use the word. Let a child say a word and the children tell that George *says* table. Mary *says* table. Teacher *says* we must be quiet, etc.

Write these sentences on the board for the children to read. Some can be written every day:

The bird *says*—Let the children supply a word.

The pigeon *says*—coo-roo, coo-roo.

The dog *says*—bow-wow.

The train *says*—puff-puff.

The crow *says*—caw, caw, etc., etc.

Leave two or three sentences on the board for the children to read and add some new ones each day.

Revise the word *put* by writing some commands on the board:

Put a book on the table.

Run and *put* your hat on.

Put away the number stairs, etc.

IN THE FARMYARD

ENID BLYTON

CECIL SHARMAN

At an easy walking pace

Key G \sharp

VOICE

PIANO

mf

1. When by the farm I
2. The pigs are grunt - ing

walk a-long, I love the sounds I hear, The ducks are quack-ing
in their sty, The cows are say - ing 'moo'; The hors - es neigh as

1 out a song, The hens cluck far and near.
I go by, The sheep are bleat - ing too.

2

(4) *Letter Recognition*

Make sure the children know all the letters taught so far—that is, all the letters except *x* and *z*.

Continue to revise the capitals. Draw four pin children on the board and call them *Alf*, *Tom*, *Will* and *Sam*. Write their names on the board and let the children read them and notice the capitals. Ask the children what the big letters are called to see if they remember the word *capital*. The names of boys and girls always begin with capitals. The children *Alf*, *Tom*, *Will* and *Sam* were all given presents. *Alf* had an *apple*, *Tom* a *top*, *Will* a *watch*, and *Sam* some *socks*. Draw their presents on the board and write the names and the owner's name beside each as in Fig. 270. Let the children notice any difference in shape between the capital letters and the small letters. Print these words on a card as in Fig. 270, and hang it up for the children to look at from time to time. It can be placed beside the card in Fig. 233, Topic 20. Revise the capitals on this card if necessary.

SECTION IV: *WRITING*

(1) **R**EVISION. Any letters that children find difficult. A group of children may require practice in certain letters.

(2) The capital letters the children have learnt *B*, *D*, *M*, with the corresponding small letters. (See Topic 20.)

(3) A sentence taken from their sentence cards. This sentence can be simplified if necessary. The best children may be allowed to choose their own sentence.

(4) Words written on brown paper or boards, and pictures drawn, first from a copy, then from memory, for example: *hat*, *cap*, *kit*, *cat*.

(5) Give the children the writing cards (Fig. 271 and Fig. 272). Let them notice that the first word of a command begins with a capital letter—a capital *D*.

(6) For individual work let the children choose what writing cards they like to copy.

(7) Let them write the capital letters and the small letters side by side as in Fig. 273.

Writing Patterns (Fig. 274).

Let the children invent some patterns. The children must make large, bold patterns. Fig. 274 is an easy and valuable pattern as a preparation for cursive handwriting. Draw it very large on the board for the children.

SECTION V: *NUMBER*

(1) **R**EVISION (a) Continue counting and the recognition of figures from 1–30, as already described.

(b) Continue exercises with the figures from 1–9, with materials already suggested.

IN THE FARMYARD

ENID BLYTON

CECIL SHARMAN

At an easy walking pace

Key G \sharp

VOICE

PIANO

mf

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walk a-long, I love the sounds I hear, The ducks are quack-ing
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1 out a song, The hens cluck far and near.
I go by, The sheep are bleat - ing too.

2

(5) *Paper Cutting*

A pigeon cote (Fig. 279). Let the children fold a square in half. If they use lined paper and the lines run from A to B these lines help the child to keep the post and the side of the pigeon cote straight when they draw it as in Fig. 279. Cut away the shaded part. The pigeon cote is mounted on brown paper and coloured. The children can cut railings and birds to make their picture more complete. A bird fountain can be cut out in the same way.

SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Rhythmic Games*

SONG "Round and Round the Village," music in *Song Time* (Curwen). Let the children hum the tune, clapping the time, and marking the strong beat.

Let each child take a partner and skip round in a circle, keeping time to the music and singing the words:

Round and round the village,
Round and round the village,
Round and round the village,
As we have done before.

All the children form a ring except six. The six stand outside the ring one behind the other. As the first verse is sung they march round and round the outside of the circle following their leader. Choose a good child for the leader of the six. At the second verse:

In and out the windows
(repeated thrice)
As we have done before.

The ring children raise their arms and the six children go in and out, following the leader exactly. At the third verse:

Stand and choose your playmate, etc.,
As we have done before.

The six children enter the ring and choose their playmates. At the fourth verse (Follow him to London, etc.) the six children take their partners by both hands and dance round with them in the ring. A clap on the last word finishes the game. The "playmates" take the place of the first six children and so on.

Revise Rhythmic Exercises already taken.

(2) *Playground Games*

Some of those already given.

(3) *Songs*

Teach the song on pages 333-334, "The Cheerful Sparrow." Let the children act the part of sparrows as they sing the words. Their

IN THE FARMYARD

ENID BLYTON

CECIL SHARMAN

At an easy walking pace

Key G \sharp

VOICE

PIANO

mf

1. When by the farm I
2. The pigs are grunt - ing

walk a-long, I love the sounds I hear, The ducks are quack-ing
in their sty, The cows are say - ing 'moo'; The hors - es neigh as

1 out a song, The hens cluck far and near.
I go by, The sheep are bleat - ing too.

2

She clapped her hands and all the birds flew away in fright. But in a few minutes, down came the sparrows again and began to peck up the seed. Then the quarrel began once more and Janet ran out crossly.

She scooped up all the seed on the ground into her two hands. Then she held them out and called.

"Come, pigeons, come! Eat from my hands! Then you will not need to quarrel with the sparrows—for they are not tame enough to come down to my hands!"

Then the pigeons flew down to Janet and fed from her hands—and the naughty little sparrows had to sit on the roof and watch—for they were afraid to fly on to Janet's arms!

"I will feed you every day like this!" said Janet, to her pigeons. "Then the sparrows will not come and steal your food!"

"Coo-roo, thank you, coo-roo, thank you!" said the pretty pigeons. They *were* pleased! Now they do not quarrel with the sparrows any more, and the garden is quiet and peaceful.

JOHN'S BIRD HOUSE

(STORY FOR PICTURE-SENTENCE CARD No. 45)

JOHN'S father gave him a box of tools for his birthday. John was so pleased.

"I shall make a little bird house for the birds in the garden," said John. "They can build a nest in it if they like, or roost in it at nights. There shall be a little shelf in front and I will put crumbs there each day."

So he set to work. His father gave him some nice wood, and John sawed it into the right sizes. "Saw-saw-saw-saw!" said his bright little saw as he pushed it up and down and cut the wood. "Knock-knock-knock-knock!" said his hammer, when he hammered in the nails. "Shush-shush-shush-shush!" said the sandpaper when John rubbed it over the wood to make it smooth.

John screwed in two little hooks at the top and then threaded string through the hooks. The bird house was ready to hang up in a tree! How lovely!

John took it out into the garden and chose a nice branch. He got the gardener's ladder and climbed up to reach the branch. Then he hung his house there and climbed down again.

"I have put my bird house in the tree; come birds, come to your home!" cried John. Mother came out to see the little wooden house.

"You have made it beautifully, John!" she said. "Here are some crumbs to put on the shelf in front."

John scattered the crumbs and then stood nearby to see if a little bird came. Down flew a sparrow and fluttered round the bird house.

"Chirrup, chirrup!" he cried to all his friends. "Here is a fine meal—and a dear little house to sleep cosily in at night! It will make a fine nesting-place too!"

IN THE FARMYARD

ENID BLYTON

CECIL SHARMAN

At an easy walking pace

Key G \sharp

VOICE

PIANO

mf

1. When by the farm I
2. The pigs are grunt - ing

walk a-long, I love the sounds I hear, The ducks are quack-ing
in their sty, The cows are say - ing 'moo'; The hors - es neigh as

1 out a song, The hens cluck far and near.
I go by, The sheep are bleat - ing too.

2

THE CHEERFUL SPARROW

ENID BLYTON

CECIL SHARMAN

Cheerfully Key G \parallel : : | : : s, | d : d : l, | r : : s, |

VOICE *mp* The spar-row's a cheer-ful,

PIANO *mp*

\parallel d : d : l, | r : : s, | m : m : d | s : : s, | l, : : - l - : : l, | r : r : l, | m : m : l, |

chir-rup-y bird Who hops a-round all the day, All o-ver the gar-den his

\parallel f : - r | s : - m | l : - r | f : f : t, | d : - - l - : : | : : l : : |

voice is heard, So loud and jol-ly and gay —

f *p*

\parallel : : | : : s, | d : - l, | r : r : s, | d : - l, | r : - s, s, | m : - d | s : - s : s, |

And when a sor-row-ful child he sees, Or a ba-by howling a -

p *legato*

IN THE FARMYARD

ENID BLYTON

CECIL SHARMAN

At an easy walking pace

Key G \sharp

VOICE

PIANO

mf

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1 out a song, The hens cluck far and near.
I go by, The sheep are bleat - ing too.

2

Topic No. 24

A Fruit Shop

SECTION I: *THE TALK*

WHEN we go shopping for Mother, we go to the dairy for butter and milk, to the butcher for our meat, the fishmonger for our fish, the baker for bread and cakes, the grocer for many, many things such as tea and sugar, rice and prunes, and the fruit-shop for our vegetables, flowers and fruit.

Perhaps we like the fruit-shop—or the greengrocer's as we call it—best of all. There are so many pretty things there! Outside the shop there are big boxes full of bright, shining oranges, rosy-red apples, pale yellow lemons, green cabbages, red or white cherries, and deep red plums. Inside are more boxes and baskets full of other things to eat. What things shall we see there?

There are baskets of brown potatoes, still covered with the earth in which they grew. There are boxes of crisp green lettuces, picked from someone's garden that very morning. There is water-cress, and mustard and cress in little round baskets. There are big baskets full of white cauliflowers set round with fresh green leaves.

There are many shelves round the fruit-shop. They are always full! Perhaps there are big jars of flowers there to be sold. We shall see daffodils and tulips in the spring-time, roses, daisies and irises in the summer, and great bunches of Michaelmas daisies in the autumn. How lovely! Perhaps there are pots with ferns too. There may be jars of home-made jam and pickles, of golden marmalade and delicious sauces. The greengrocer often sells these, and they look very delicious standing neatly on his shelves.

What do we see hanging up here and there? We see great bunches of yellow bananas—at first they are rather green, then they get ripe and yellow and are ready to be sold. We like bananas. It is fun to peel off the thick skin and bite into the soft creamy fruit inside. Perhaps the greengrocer has big bunches of purple or green grapes hanging up. They are very sweet and juicy. Are there strings of onions hanging there too—or has he put them into a big tub ready to sell by the pound? We must look and see next time.

IN THE FARMYARD

ENID BLYTON

CECIL SHARMAN

At an easy walking pace

Key G \sharp

VOICE

PIANO

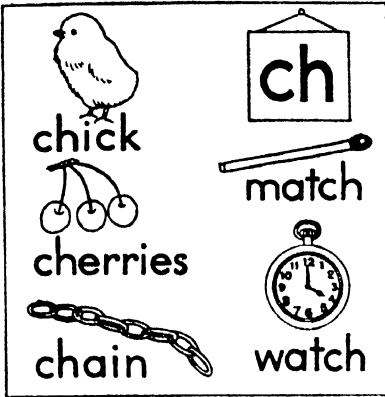
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1. When by the farm I
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in their sty, The cows are say - ing 'moo'; The hors - es neigh as

1 out a song, The hens cluck far and near.
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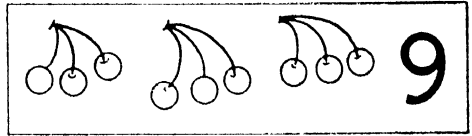
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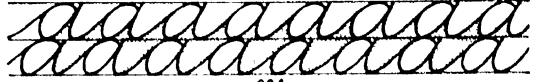
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Cc Pp Hh Rr

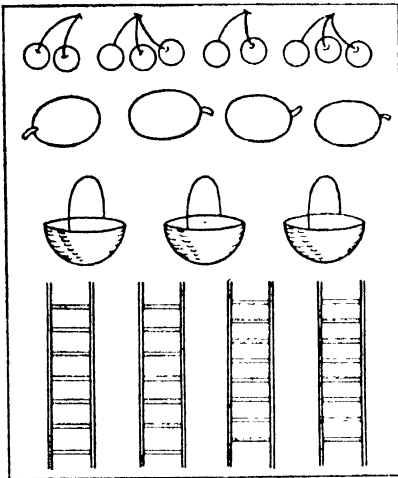
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285



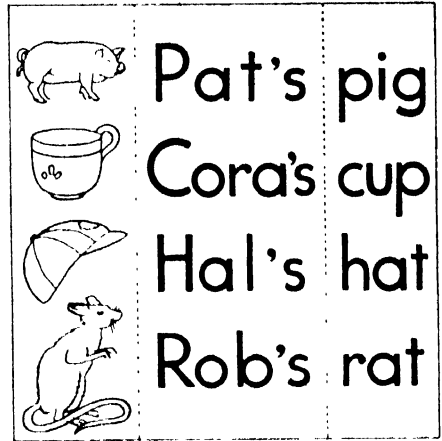
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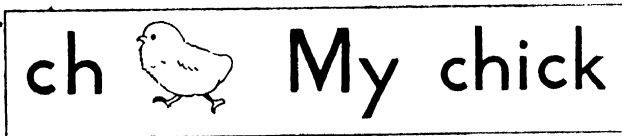
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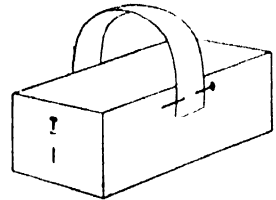
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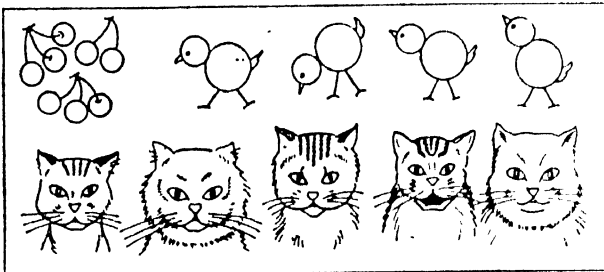
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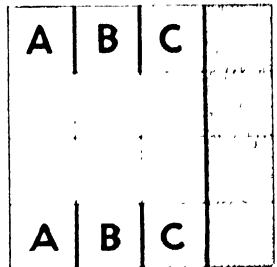
282



290



286



289

Figs. 280-290.

IN THE FARMYARD

ENID BLYTON

CECIL SHARMAN

At an easy walking pace

Key G \sharp

VOICE

PIANO

mf

1. When by the farm I
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I go by, The sheep are bleat - ing too.

2

One for brother, one for sister,
Two for mother more,
Six for father, hot and tired,
Knocking at the door.

CHRISTINA G. ROSSETTI.

Let the children act this little rhyme.

(4) COUNTING CHERRIES

One, two, three, four,
Mary at the cottage door,
Eating cherries off a plate.
Five, six, seven, eight.

SECTION III: READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

(a) **R**EVISE the long *i* sound of *y*. Write these words on the board for children to read: *my* cat, *cry*, *by* and *by* (see rhyme 2), *sky*, *fly*, *eye*, *try*.

(b) Teach the sound of *ch*. Print *ch* on the board in brightly coloured chalk. Let the children find out its sound by means of pictures drawn on the board, or the picture card Fig. 280. Let them sound each word in turn.

(c) Help them to find other words with the same sound. Print them on the board, using a special colour for *ch* and white chalk for the other letters. Let the children read these words together and individually: *children*, *chat*, *chin*, *rich*, *catch*, *chip*, *church*, *fetch*, *much*.

Let them use these words in phrases and sentences. Let them act some sentences, for example: "*Fetch* me a book," "*Catch* the ball."

(d) Read rhyme (3) again and let the children listen for the *ch* sound in *cherry* and *catch*.

(2) *Word Recognition*

(a) Revise *saw*. Print *saw* on the board. Let the children tell what they *saw* yesterday. Print sentences on the board for the children to read:

I *saw* a dog.

(b) Revise *was*. Let each child tell some place where he *was* yesterday. Print the sentences on the board for the children to read:

I *was* in bed.

(c) Revise the phrase *I have*. Let each child tell something he has: I *have* a top.

(d) Revise the word *says*:
The pig *says*—grunt, grunt.
Tom *says*—be quick.

IN THE FARMYARD

ENID BLYTON

CECIL SHARMAN

At an easy walking pace

Key G \sharp

VOICE

PIANO

mf

1. When by the farm I
2. The pigs are grunt - ing

walk a-long, I love the sounds I hear, The ducks are quack-ing
in their sty, The cows are say - ing 'moo'; The hors - es neigh as

1 out a song, The hens cluck far and near.
I go by, The sheep are bleat - ing too.

2

The children will like to tell all that Kate, Cora, Charlie and Sue did. How they cut the plums in half and called them slices of plum cake, and halved the cherries to form cherry tarts. When they have been told the story or reminded of the story, show them picture-sentence card No. 48. Let them talk about it and decide which child in the picture is Kate, which Cora, Charlie, and Sue.

Read what it says underneath:

"Charlie, have a slice of rich plum cake."

Let each child read the sentence carefully, pointing to each word. When the sentence has been learned, print these words on the board for the children to read:

Charlie, rich, cake.

Let them notice the sound *ch* and *c* and *k* in *cake*. Let the children act the story and bring in their sentence. Use this story also to teach the word *half*—*half* a plum, and to teach number. 4 plums make how many halves? Draw the plums on the board and divide each in halves. Revise picture-sentence cards.

For a test, put all the picture-sentence cards together face downwards. Let each child come and take one and sit down and draw it. Go round and hear each child read the sentence on his card, or ask all the children who cannot read the cards to come to the teacher.

Give a test with the sentence strips in the same way. The children who can read the cards and the strips may exchange them with each other as soon as they have read them to the teacher.

(4) Letter Recognition

Continue to teach the capital letters, especially to the weaker children. Draw four pin children on the board, call them *Pat*, *Cora*, *Hal* and *Rob*. Print their names on the board. Each had a birthday present. Perhaps the children can think of the presents; they must begin with the same letter as the name of the child. *Pat* had a toy *pig*, *Cora* a *cup*, *Hal* a *hat*, and *Rob* a toy *rat*. Write the names of the presents on the board as in Fig. 281.

Let the children look at the two *P*'s. Big *P* stands on the line, while small *p* has to let its tail hang down below the line.

Big *C* and little *c* are the same shape. *Cora* has a capital *C* because it is a girl's name.

Let the children look at small *h* and its capital. This is quite easy to remember because just one line added makes small *h* into capital *H*. To make small *r* into capital *R*, we must make it twice as big. The curl at the top becomes a circle with a tail sticking out.

Illustrate all the capitals the children have learned by using the children's own names. Print the new capitals revised this week on a card as in Fig. 281, and hang it up for the children to consult. Revise the capitals on cards in Fig. 233 and Fig. 270 (Topics 20 and 23).

TWO YEARS IN THE INFANT SCHOOL

SECTION IV: WRITING

- (1) **G**IVE them writing card Fig. 282. Let them revise writing cards already given.
- (2) Let the best writers choose their own sentence from a picture-sentence card or sentence strip and write it themselves without the aid of the teacher, who is then free to give special attention to the worst writers in the class. The work thus done by the best writers must always be carefully corrected to prevent the development of bad habits.
- (3) Revise with the whole class any letters that are often badly written.
- (4) Memory work. Easy words and pictures first from a copy, then from memory, for example, *kit, can, fan, pan*.
- (5) Let the class draw the new capital letters and small letters side by side (Fig. 283).

A Writing Pattern (Fig. 284)

Begin to show the children how to join their letters. A row of joined *a*'s makes a pretty pattern (Fig. 284). The children's pencils go *up* first, then *down, right round* and *up* again, then *down*; up, down, right round and up again, then down.

Let them do two or three rows and colour any part they like.

SECTION V: NUMBER

- (1) **C**ONTINUE practice in counting and the recognition of figures from 1-30, as already described.
- (2) Continue exercises with numbers from 1-9. Give simple exercises in addition and subtraction as already described. Draw 9 cherries on the board, let a child take one away. How many left? Put it back and let another child take 2 away. How many left? Continue with all the numbers to 9.
- (3) Let the children make 9 cherries of Plasticine and group them in 2's. How many 2's. One *odd* cherry over.
- (4) Let the children draw 3 bunches of cherries to make a number picture of 9 as in Fig. 285.
- (5) Grouping into 2's.—Let children thread beads in 2's. (See Topic 19.)
- Let them have toys, counters, etc., and put them in 2's. Let them tell that they have 2 hands, 2 eyes, etc. Teach the words *pair* and *couple*. Let the children tell how many gloves in one pair, how many boots in one pair. How many gloves in 2 pairs? etc. How many ducks in a couple of ducks? etc.
- (6) Make a picture as shown in Fig. 286. Simple pictures like this can be drawn on the board. Let the children find out how many chicks. How many pairs? How many cherries? How many couples? How many eyes and ears has each cat? How many legs has 1 bird, 2 birds? etc.

SECTION VI: DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of a greengrocer's shop or fruits.

(2) *Drawing to help Writing and Number* (Fig. 287).

(a) Let the children draw some bunches of cherries. How many cherries all together? How many in each bunch?

(b) Let the children practise drawing ovals for plums. How many plums?

(c) Baskets for gathering fruit.

(d) Ladders for getting fruits. How many ladders? How many steps, or rungs on each ladder?

(3) *Modelling in Clay or Plasticine*

(a) Plums.

(b) Three cherries.

(4) *Paper Cutting*

A ladder for getting fruit (Fig. 288). Fold a narrow strip of paper in half lengthwise and cut out of the folded edge the shaded portions as in Fig. 288. Let the children count the rungs on their ladder.

(5) *Paper Folding*

Basket for plums. Fold a square into 16 smaller squares. This is good practice in folding into halves and quarters. Cut off shaded portion for handle (Fig. 289). Cut along dark lines, fold along dotted lines, squares A, B, C, wrap over each other for ends of basket. Pin them, and pin or gum handle in place (Fig. 290). Let the children model a given number of plums to put in their baskets.

SECTION VII: DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.

(1) *Dramatisation*

(a) **P**LAYING shops. Let the children cut out paper shapes for a fruit-shop, and buy apples, at a 1d. each, and plums at 2 a penny, etc.

(b) Playing at having a picnic. (See Story Section.)

(2) *Rhythmic Exercises*

(a) Practice in walking, marching, and tripping to music.

(b) Rhythmic Game (music on page 348).

To market, to market,
To buy some plums,
Home again, home again,
Market is done.

TWO YEARS IN THE INFANT SCHOOL

SECTION IV: WRITING

- (1) **G**IVE them writing card Fig. 282. Let them revise writing cards already given.
- (2) Let the best writers choose their own sentence from a picture-sentence card or sentence strip and write it themselves without the aid of the teacher, who is then free to give special attention to the worst writers in the class. The work thus done by the best writers must always be carefully corrected to prevent the development of bad habits.
- (3) Revise with the whole class any letters that are often badly written.
- (4) Memory work. Easy words and pictures first from a copy, then from memory, for example, *kit, can, fan, pan*.
- (5) Let the class draw the new capital letters and small letters side by side (Fig. 283).

A Writing Pattern (Fig. 284)

Begin to show the children how to join their letters. A row of joined *a*'s makes a pretty pattern (Fig. 284). The children's pencils go *up* first, then *down, right round* and *up* again, then *down*; up, down, right round and up again, then down.

Let them do two or three rows and colour any part they like.

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- (1) **C**ONTINUE practice in counting and the recognition of figures from 1-30, as already described.
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- (6) Make a picture as shown in Fig. 286. Simple pictures like this can be drawn on the board. Let the children find out how many chicks. How many pairs? How many cherries? How many couples? How many eyes and ears has each cat? How many legs has 1 bird, 2 birds? etc.

"Two pounds of cooking apples, a bunch of carrots, one big cabbage, and a pound of onions," said Jack.

"Have you brought a big bag?" said Chick, weighing the apples. "Oh yes—that's nice and big. Here are your apples—and here are the carrots, and this is a fine big cabbage—and I'll just weigh you out the onions."

"Please put them down on the bill," said Jack. He and Doris went out carrying the heavy bag between them.

"Good morning!" said Chick. She *was* enjoying herself. She called to her mother. "Mother! Jack and Doris Jones have just been, and they bought two pounds of cooking apples, a bunch of carrots, one big cabbage, and a pound of onions, and please put it on the bill. Can you write it down in the book, Mother, because I write rather slowly, and another customer might come in."

"Very well," said Mother, and wrote it down in Father's big book. Whilst she was doing that, another customer came in. It was Mrs. White. How she stared when she saw Chick in her apron behind the counter.

"I'm the greengrocer this morning," said Chick. "What can I do for you?"

"Dear me, what a clever little girl!" said Mrs. White. "I want a bunch of flowers, please. Oh, and I want a nice juicy pear."

So Chick gave her the bunch of flowers and picked out a beautiful ripe pear. Mrs. White paid her and went out. Then in came Miss Brown, Chick's teacher.

"Good morning, greengrocer," said Miss Brown. "Please will you sell me two pounds of red cherries, and three pounds of your best plums."

"Certainly, Miss Brown," said Chick. "Are they for the dinners of the children who are staying all day at school to-day?"

"Yes," said Miss Brown. "Aren't they lucky children? Choose out some nice plums, Chick. I will tell the children that they came from your shop."

Chick weighed out the plums and the cherries carefully. She chose the very nicest ones, you may be sure. Then Miss Brown paid her the money—and Chick had to give her change. She counted out a sixpence and three pennies into Miss Brown's hand.

"Quite right, Chick!" said Miss Brown. "Go to the top of the class! Dear me, what a busy, clever little greengrocer you are! I am quite proud of you!"

Well, wasn't that nice for Chick? She really had to go and tell Mother and Father what Miss Brown had said. They were so pleased.

"You are a good girl," said Father. "I shall give you a new doll when I am better again!"

Chick has the new doll now—you should just see it! It is perfectly lovely, with curly golden hair, blue eyes and a pink silk dress. Guess what her name is! You can have three guesses—now—who is right? It is Margaret!

TWO YEARS IN THE INFANT SCHOOL

THE GREEDY PIGS

(STORY FOR PICTURE-SENTENCE CARD No. 47)

"MOTHER, the red cherries are ripe in the orchard," said Charlie.
"Can I pick some?"
"Yes," said Mother. "Go and fetch your little chum Fred to share them with you. You can climb up the tree and shake the cherries down. Fred can pick them up and put them in a basket for you to eat."

So off went Charlie and fetched his little chum Fred. They ran joyfully to the cherry tree. What a treat they were going to have!

"I'll climb the tree," said Charlie. "You stay below and pick up all the cherries I shake down, Fred."

So up went Charlie and shook the tree. What a lot of lovely cherries fell down! Fred picked them up and put them into his big round basket.

And then, oh dear—what do you think happened? The pigs ran out of the field and went to the cherry tree. They liked cherries too! They began to gobble them up, and one pig even put his nose into the basket.

"Help! Help! the pigs are eating our cherries!" shouted Fred.

Mother came running to shoo the pigs away. Fred was frightened. So was Charlie.

"Oh, what a pity!" said Mother, when she saw how many cherries had been trampled by the pigs. "I wonder who left the field-gate open?"

"Oh dear! I did!" said Charlie, going very red. "Oh, Mother, I'm so sorry."

"Well, now you see what has happened!" said Mother. "Your lovely cherries have been spoilt. There are not many for you and Fred to eat."

"I won't forget to shut the gate again," said Charlie. And I don't expect he will forget—do you?

CAKES FOR THE PARTY

(STORY FOR PICTURE-SENTENCE CARD No. 48)

"I'M going to have a tea-party with my new tea-set!" said Kate.
"Would you like to come to it, Charlie?"

"Have you anything to eat?" said Charlie.

"No," said Kate. "We'll have to pretend. But I have some milk in the tea-pot."

"I'll come," said Charlie. "Are Sue and Cora coming too?"

"Go and tell them," said Kate. "I will set out the tea-set on the cloth here, on the grass, and we will all sit round."

Soon Kate, Cora, Charlie and Sue were all sitting round the cloth on which was the tea-set. Kate was just going to pour out the milk into each cup when Mother put her head out of the window.

"You seem very good and quiet to-day!" she said. "What are you playing?"

"Tea-parties," said Kate. "I've some milk in the tea-pot, Mother, but we've nothing to eat. We're just pretending."

"Come in for a moment and I will find you something to eat!" said Mother. So Kate put down her tea-pot and ran indoors. She came out again carrying two dishes.

"Here are some cherry tarts!" she said, putting down her plate on which were eight scarlet cherries cut in half, with the stones taken out. "And here are slices of plum cake!" She put down a dish on which were big red plums also cut in half. Mother had taken out the stones.

"Ooh!" cried the children. "What dear little cherry tarts—and what lovely plum cake! Real cherries and real plums! How kind Mother is!"

"Charlie, have a slice of rich plum cake!" said Kate, and she passed the dish to Charlie. "Cora, have a cherry tart!"

After a bit Mother popped her head out of the window again and said: "Well, how did you like your cake and tarts?"

"Oh, Mother, it's the best cake and the best tarts you ever made!" shouted the children. "We've eaten them all up!"

"Good!" said Mother, laughing. "Perhaps I will make you some more to-morrow, as you like them so much!"

Weren't they lucky children?

TO MARKET!

CECIL SHARMAN

Smoothly and quietly

Key F : d | m : r : d | m : r : d |

VOICE *p*

To mar - ket, to mar - ket, to

PIANO *p*

|| : — : s | l : — : — | r : m : f |

buy some plums. Home a - gain,

|| r : m : f | s : m : r | d : — ||

home a - gain, mar - ket is done!

CHERRIES RIPE!

CECIL SHARMAN

Not too fast, but in strict time to end

Key F \sharp s :m l m :f | r :-d l r :- | s :m l m :f' | r :-d l r :m |

VOICE *p*

Cher - ries ripe and cher - ries red, They grow high a - bove my head, It

PIANO *p*

|| d :-d, l d :m | r :d l l, :t, | d :-r l m :r | m :fe l s :- |

makes me sad, for I am small, And cher - ry trees are most - ly tall;

|| t :s l s :l | f :-m l f :s | m :d l d :r | t, :-J, l t, :r |

Oh dear me, but this is sad - der, No - bo - dy can find a lad - der.

mf

|| m :-r l m :s | l :-s l l :d' | s :-J l s :m | r :d l d :- ||

p

P'raps a lit - tle bird - ie brown Will stay and throw some cher - ries down.

p

Topic No. 25

The Cow and Her Calf

SECTION I : *THE TALK*

EVERY day Mother pours us out some milk into our mugs or cups. We like to drink it. It tastes so nice and creamy. Perhaps we have it at school too. It makes us grow big and strong. It is better for us than anything else.

Who gives us our delicious milk? It comes from the big, brown-eyed cows. They make a great deal of milk each day, rich and creamy. The farmer milks them twice a day, morning and evening. The milk gushes into the clean pails with a lovely swishing sound.

Look at the picture. Do you see the cows there, that give us our sweet milk? There are red and white ones, black and white ones, and one or two that are all red. Do you see one cow with her baby? It is called a calf. Isn't it pretty? It is red and white like its mother. It has long legs, and it runs close by its mother. It does not like to go very far from her.

It is a dear little calf. It is called Daisy. It does not eat grass as its mother does. It is not old enough. Three times a day the farmer's wife comes out with a pail of milk and feeds the little calf. It always runs to her when it sees her coming, for it knows she is bringing its dinner.

At first the little calf did not know how to drink the milk. So the farmer's wife dipped her fingers in the milk and the calf sucked them. Then, when the calf wanted more milk on her fingers the farmer's wife did not take them out of the pail, but held them inside. So the calf had to put its head inside the pail too and lick her fingers there. Then the woman put her fingers right into the milk—and the calf sucked them in the milk—and found that it was drinking milk at the same time! When it felt how nice it was to lap the milk, the farmer's wife no longer gave her fingers to the calf to lick—but let the hungry little creature drink the milk out of the pail.

It is summer-time in the picture. The cows are happy in the fields, eating grass. In the early morning the farmer goes to the gate and opens it. "Coo-ee!" he calls. "Coo-ee!" The cows hear him and one by one they walk towards the gate. "Moo-moo, it is milking-time," they say. They are pleased.

They walk out of the gate and go to the sheds. Each cow takes up her place there and stands patiently, waiting to be milked. Sometimes the farmer and his men milk the cows in the open air. The clean, shining

TWO YEARS IN THE INFANT SCHOOL

pails are put ready, and soon there is nothing to be heard but the gushing milk filling the big pails. The farmer sits on a stool, and he is careful to see that the cow does not kick over her pail of rich milk. It smells good, and feels warm. There is a pretty froth on the top of the pail, for the milk is very creamy.

Then the cows go back to their field once more and there they stay all day, happy in the warm sunshine. They eat a great deal of grass. They put their tongue out when they bite the grass and it helps them to pull up a mouthful. If you can get near enough to a cow eating grass, you will see how it puts out its big red tongue each time. It does not chew its grass up at once—it waits for a while, and then, when it is quietly sitting down in the field, it brings back the grass it has swallowed, and chews it up in its mouth, enjoying it very much. We say then that the cow is “chewing the cud.” It looks very contented when it does this.

In the evening the farmer coo-ees to his cows again, and once more they are milked. In summer-time they go back to the fields for the night. In winter-time they stay in their sheds and rest there until day breaks and the farmer comes to milk them.

When winter comes, and there is only poor grass for the cows to eat, the farmer gives them other food too. They feast on turnips, swedes, and mangold-wurzels then, and are given straw or hay as well. They give good milk and plenty of it when they are well fed.

Do you see the horns of the cows? Some people are afraid of cows, but we need not be. They will not harm us. They do not use their horns. Look at their long tails with a tuft at the end. In the summer they whisk away the flies that come to bite them. They are glad to have long tails then.

Cows are very good friends to us. They not only give us milk and cream—but butter and cheese too, for we make these from the cream. No wonder the farmer is good to his cows—they are his best friends!

SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

(1) **L**ET the children talk about the Milkman. Where does he get his milk? From the dairy. Where does the dairy get the milk? From a farm—cows. (See Topic 6.)

(2) Let children tell what they know about the cow. Her colour, “the friendly cow all red and white,” brown, black, and white. Horns. Tail, long with a tuft at the end. How does the cow use her tail?

(3) Her food. Grass (summer). Winter?


(4) Her use. She gives milk from which cream, butter, and cheese are made.


Cows are milked twice a day.


(5) What is the baby cow called? Let the children describe a calf.

(6) How is butter made from milk?

(7) Let the children look at the picture. What are the cows doing?



Enid
he
be


Eva
me
see






Edith
we
ee

291

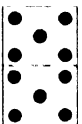

Olive's
Ned's
Fan's

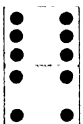

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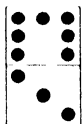
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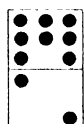


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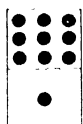
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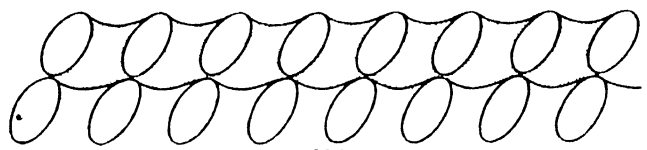

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Oo Nn Ff



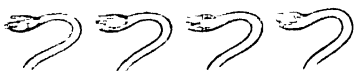
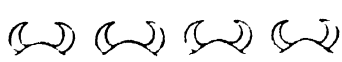
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295


E	A	B	F
M	S	S'	O
N	S	S'	P
H	C	D	K


300








299


[1]


[2]


[3]

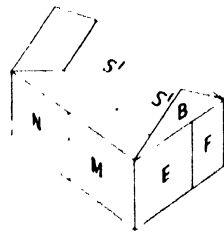

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[5]

296


Milk
for me

293



301

Figs. 291-301.

TWO YEARS IN THE INFANT SCHOOL

One is drinking. Let the children describe each cow and give her a name.

- (8) How are the cows called to be milked? Coo-ee! Coo-ee!
- (9) Where do they go at night?
- (10) Let children who have seen cows tell about them.
- (11) Let them tell how Mother gets cream from milk.
- (12) Teach these rhymes:

(1) THANK YOU, PRETTY COW

Thank you, pretty cow, that made
Pleasant milk to soak my bread,
Every day and every night,
Warm, and fresh, and sweet and white.

JANE TAYLOR.

(2) MILKING THE COW

Cushy cow bonny, let down thy milk,
And I will give thee a gown of silk;
A gown of silk so fine to see,
If thou wilt let down thy milk to me.

OLD NURSERY RHYME.

(3) THE COWBOY SPEAKS TO A COW

"Mooly cow, mooly cow, whisking your tail,
The milkmaid is waiting, I say, with her pail;
She tucks up her petticoats, tidy and neat,
And places the three-legged stool for her seat.
What can you be staring at, mooly? You know
That we ought to have gone home an hour ago.
How dark it is growing! Oh! what shall I do?"
The mooly cow only said "Moo-oo-oo!"

A. W. WELLS.

Let the children take it in turns to be a cowboy and drive home the cows. The child calls "Coo-ee, Coo-ee." Some cows come home at once, but some, like the mooly cow, stand and say "Moo-oo-oo."

SECTION III : READING PREPARATION

(1) Ear-training in Sounds or Phonics

- (a) **R**EVISE the short *e* sound. Show the pictures for short *e* (Fig. 93, Topic 9) and let the children say the words. Let them practise again saying the word *egg*. Tell them to drop their lower jaw and keep their tongue down.

Let them say this line of rhyme (1) :

Every day and *every* night,
and listen to the short sound of *e* at the beginning of *every*.

(b) Tell the children that sometimes *e* has a long sound like its own name. It is the long sound they hear in the word *see*. Ask if they know any name beginning with this long *e* sound; as each name is given draw a pin child on the board and write the names—*Enid, Ena, Edith* on the board for the children to read. Show the children the card Fig. 291 and let them read the other words. Tell them that two *e*'s are sounded like one long *e*. Let them think of other words that end with the sound of long *e*. Write their words on the board for the children—*tree, bee, three*.

Let them use the words on the card in phrases and sentences: *we see you; so can he*.

Be quiet.

I see you, you see me.

Read the last two lines of rhyme (2) to the children and let them listen to the long *e* in *see* and *me*.

(2) Word Recognition

Teach the phrase *I love*.

The teacher tells the children she is going to write on the blackboard all the things they love. She prints: "Whom do *I love*?" on the board and reads it to the children. She asks a child "Whom do you *love*?" The child may reply "*I love Mother*." She writes this on the board and gets a child to read it, pointing to each word.

She will probably obtain the following sentences :

I love Daddy.

I love pussy.

I love my dog.

I love baby.

Let the children copy these sentences on their boards. Leave two or three on the board for several days for the children to read.

• Teach the word *all*.

Print it on the board and say it to the children. Let them say it. It must be learnt by the "Look-and-say" method.

Tell the children to put *All the books* on the table. Print on the board what they are to put on the table for them to read.

All the books.

All the blocks.

All the pencils.

Print commands on the board.

All stand. All sit. All jump. To find out if the children are really reading, vary the commands thus:

All stand. Jack sit. All clap. Tom jump.

(3) The Sentence Method

Get sentences from the children about the cow and her calf. Choose one of the sentences to put on the board, for example:

The cow gives us milk and butter.

TWO YEARS IN THE INFANT SCHOOL

Then put this sentence on the board to help them with one of their picture-sentence cards, No. 50.

Some cows are red and white.

Tell the children the story of Enid and how she played hide and seek. Let them retell parts of the story. What were Enid and her little dog Jip afraid of? Cows! She was rather foolish to be afraid of the friendly cow. What did naughty Bill and Bob do? Moo like a cow. Where was Enid hiding when they surprised her? Show the children picture-sentence card No. 49. Let them talk about it. It shows where Enid was hiding. Where? What are Bill and Bob doing? Mooing like cows. No wonder Enid and Jip are running away. Read the children the sentence under the picture:

“Let us run, let us run, cows are coming.”

Children will be able to read the word *let* by sounding the letters. Some of the quick children will know all these words. Point out the sound of short *e* in *let*. Let the children act this story. Two children are chosen for Bill and Bob; they go outside. The rest of the children hide, under tables, in cupboards, behind teacher. When all are ready they call “Coo-ee, Coo-ee.” Bill and Bob come in, creep about the room and surprise someone by calling “Moo Moo” behind them. The child or children thus surprised must run “home” crying “Let us run, let us run, cows are coming.” The game ends when all the children have run “home.”

Tell the children the story of Eva, who was so fond of cream and apple tart. Eva loved cows and all the good things the cow gave her—milk, butter and cream. No one could frighten her by mooing like a cow.

Get the story from the children by questions. Show them picture-sentence card No. 50. Let them talk about the picture.

What is Eva doing? What can she see through the window? Underneath the picture are two sentences. Tell the children they come from a poem called “The Cow,” but they tell us what Eva is saying or thinking. Read:

“The friendly cow, all red and white,
I love with all my heart;
She gives me cream with all her might,
To eat with apple tart.”

Let the children repeat the words together, the worst readers standing by the teacher, who points to the words.

Let children come up in turn and try to read the sentences. The quick children will soon manage it. The words *cow* and *red* and *white* they will have learnt from their blackboard sentence. Other words they should recognise are *I, my, gives, me, apple tart, I love* and *all*.

While some children are illustrating this sentence, the slower ones can be helped.

(b) Tell the children that sometimes *e* has a long sound like its own name. It is the long sound they hear in the word *see*. Ask if they know any name beginning with this long *e* sound; as each name is given draw a pin child on the board and write the names—*Enid, Ena, Edith* on the board for the children to read. Show the children the card Fig. 291 and let them read the other words. Tell them that two *e*'s are sounded like one long *e*. Let them think of other words that end with the sound of long *e*. Write their words on the board for the children—*tree, bee, three*.

Let them use the words on the card in phrases and sentences: *we see you; so can he*.

Be quiet.

I see you, you see me.

Read the last two lines of rhyme (2) to the children and let them listen to the long *e* in *see* and *me*.

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(3) The Sentence Method

Get sentences from the children about the cow and her calf. Choose one of the sentences to put on the board, for example:

The cow gives us milk and butter.

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SECTION IV : WRITING

(1) **G**IVE the children the writing card in Fig. 293. Let them also choose a writing card to revise.

(2) Let the best writers choose their own sentence from picture-sentence cards.

(3) The weaker children need special help in spacing letters and words. Give them practice with single words, and phrases of two and three words.

(4) Memory work.—Easy words and pictures, first from a copy, then from memory, for example: *net, nut, see*.

(5) The new capital letters and the small letters side by side. (Fig. 294.)

Writing Patterns. (Fig. 295.)

Let the children write any pattern they like. As far as possible let them write patterns without lifting their pencils. Fig. 295 is really a row of joined capital O's.

SECTION V : NUMBER

(1) **C**ONTINUE practice in counting and the recognition of figures from 1 to 30 as already described. It is a good plan if each child has a box of 30 counters and the figures from 1 to 30 on small squares of cardboard about one inch square. Each day they can practise counting, laying out the counters and the corresponding figures as in Fig. 296. This is a good occupation for the individual work period. Be sure that each child does it correctly before he goes on to another piece of work.

(2) Continue exercises with numbers 1-9. The backward children must have much practice with numbers from 1 to 6. It is no use going on until a sure foundation is laid.

(3) Teaching the number 10.—Let children build up the stair from 1 to 10 with bricks, placing the right figure by each column. Ten is the longest stair or block they have. Let them count its divisions from 1 to 10. Ask how many fingers there are on one hand. How many fingers are there on the other? Let them count the whole 10 fingers. How many toes on each foot? How many toes on both their feet? Teach them the old rhyme:

On both hands together, my fingers are ten,
Five toes on each foot, the same number again!

Let them look at the Number Picture Frieze (see Topic 6) and learn to visualise 10 as two 5's.

Draw on the board or show them some number pictures of 10 (Fig. 297). Let the children count the cream cartons and divide them between 2 people.

Let them divide the pin figures into 2 teams. How many in each? What is half of 10?

Let the children draw pictures of 10 birds flying, 10 flags, etc. (See also section on Drawing and Handwork.)

Draw on the board number pictures of 10 in the form of dominoes (Fig. 298). Let the children count the spots.

Let the children copy these pictures with their counters and put the right figure beside each group as in Fig. 298. Then let the children have pencils and a large piece of paper and draw them. Later let them see how many pictures of 10 they can make from memory.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of cows in a meadow, cows being milked or a dairy.

(2) *Drawing to help Writing and Number.* (Fig. 299.)

(a) Let the children draw 10 cartons of cream arranged in two groups of 5.

(b) Let them draw 3 or 4 three-legged stools. How many legs have these stools altogether?

(c) Let them draw 4 cows' tails waving in the air. Remind them of the tuft of hair at the end of the tail.

(d) 3 or 4 pairs of cows' horns. How many horns altogether?

(3) *Modelling in Clay or Plasticine*

(a) An apple tart.

(b) A cow.

(c) A pail of milk.

(d) A three-legged stool (use match-sticks for legs).

(4) *Paper Modelling*

A water trough for the cow. (Figs. 300, 301.) Fold a square into sixteen squares. Then fold it into quarters as though making a screen. Cut along the dark lines (Fig. 300). Pin A over B and C over D. These form points, and squares S S, and S' S' form the sloping sides of the trough. Fold down sides E M N H and F O P K and make the ends of the trough by pinning E and F and H and K together (Fig. 301). This makes an excellent model for a farm scene. The children can place their toy or Plasticine cows by the trough.

SECTION VII : DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.

(1) *Dramatisation*

COWBOYS on a farm. Driving or calling home the cows. Acting one of the stories, especially the story of Enid, who was afraid of cows.

(2) *Rhythmic Exercises*

(a) Let the children step along to music and wave one arm as though

TWO YEARS IN THE INFANT SCHOOL

driving cows home. The music is fairly slow at first, then it suddenly gets quicker as the cows, frightened by something, gallop home.

(b) Revise previous exercises. Systematic revision is important.

(3) *Playground Games*

The game suggested in the section about the Sentence Method.

(4) *Songs*

(a) Revision of some already taken.

(b) Read the whole of R.L.S. poem "The Cow." Then teach one or two verses. Music in *Song Time* (Curwen). Teach specially verse 1. The children will enjoy it, as it is on their sentence card.

(c) Song on page 364 "Pretty Cow."

SECTION VIII : STORIES

DAISY THE CALF

(STORY FOR COLOURED PICTURE)

TOMMY and Edith passed the cows' field each day on their way to school. They knew all the cows there. There were so many! There were red and white ones, black and white ones, and some that were all red-brown.

"I like the red and white ones best," said Edith.

"So do I," said Tom. "See how they whisk their tails round their bodies, Edith, to flick away the flies. Isn't it lucky for them that they have such good tails!"

"Yes," said Edith. "I wish I had one! It would be fun!"

One day, when the children went by the field, they gave a shriek of joy.

"Look! There's a little calf to-day!"

"Which cow does she belong to?" wondered Tommy.

"Oh, can't you see?" said Edith. "She's just exactly like that big red and white cow we like so much. And see how close she keeps to her. I'm sure that one must be her mother."

Just then the farmer's wife came up to the gate where the children were.

"Open the gate, dears," she said. So Tommy opened it for her. She was carrying a big pail of milk.

"What is that for?" asked Edith.

"You will soon see," said the farmer's wife.

They watched her. She called, "Come along, then! Come along, then!" The little calf looked round and saw her. She whisked her tail up and ran over at once. She put her pretty head into the pail and drank the milk there.

"She has milk three times a day," said the farmer's wife. "I have to remember to give her plenty, for she is always hungry."

"Oh, please, do you think *we* could feed her for you?" said Edith.

"We would love to! We do love the cows, and we think the little calf is lovely!"

"Very well," said the farmer's wife. "Come along at tea-time and I will give you a pail of milk."

So at tea-time Edith and Tommy ran to the farm-house. The farmer's wife was there, and she gave them the big pail of milk. It was heavy, so the two children carried it between them. They did not spill a single drop.

They opened the gate and went through. All the cows turned to stare at the two children, and wondered why they had come into the field.

"Come along, then! Come along, then!" called Edith, just as the farmer's wife had done. The little calf whisked her tail and ran to Edith and Tommy at once. Edith held the pail first, and the calf drank and drank! Then Tommy had a turn, and the calf went on drinking.

How hungry she was! She drank until every drop of milk was gone. Then she took her head out of the pail, looked shyly at the children, and frisked back to her red and white mother.

"I did enjoy feeding the calf," said Edith, as they carried back the empty pail.

"So did I," said Tommy. "Let's ask the farmer's wife if she will let us feed her every day, shall we? We can easily make time."

The farmer's wife was pleased to hear that the children wanted to feed the calf.

"It will save me a lot of time," she said. "Thank you."

So every day the children take the pail of milk to the little calf—and how she grows!

"As you look after the calf so well, you shall give her a name," said the farmer's wife. "Then she will really be yours!"

"We'll call her Daisy!" said Edith at once. "It's such a pretty name—and the calf lives among the daisies in the field, doesn't she?"

So now the calf is called Daisy, and comes when the children call her. Don't you think it is a pretty name?

"MOO-MOO-MOO!"

(STORY FOR PICTURE-SENTENCE CARD No. 49)

BILL and Bob went into the fields with Enid. Enid took Jip, her little dog, with her. The two boys went off to fish in the stream and Enid was left alone.

She walked along until she came to a big old tree. Inside the trunk was a hole. Enid looked at it.

"It is just big enough for me to squeeze into," she thought. "I will hide inside the tree, and then Bill and Bob won't know where I am. What fun!"

So she squeezed inside the hole, and Jip the dog went too. They sat there as quiet as mice, waiting for Bill and Bob to come and hunt for them.

TWO YEARS IN THE INFANT SCHOOL

Bill and Bob saw Enid and Jip squeezing inside the tree.

"Look!" said Bill. "Enid is hiding from us! Let's creep up behind the tree and moo like cows. She will soon run out then!"

"What a good trick to play!" said Bob. So the two boys crept up behind the tree. Then, both together, they began to moo loudly, just like cows.

"Moo-moo-moo!" they shouted. "Moo-moo-moo!"

Enid was frightened, for she did not like cows. She jumped up at once and squeezed out of the hole.

"Let us run, let us run, cows are coming!" she cried to Jip. Then she and her little dog ran fast over the field, and met Mother coming to look for them.

"The cows are after me, Mother!" said Enid. "I am frightened!"

"But there are no cows in this field," said Mother. "They are all in the next field. It is Bill and Bob playing a joke on you, silly-billy! You need not be frightened of cows. They give you your nice creamy milk, and the butter on your bread."

"Oh, what a silly I am!" said Enid. "I'll be a cow now, and Jip shall be a calf—and we'll chase those naughty boys all the way home."

So off they went, Jip and Enid, after Bill and Bob. "Moo-moo-moo!" she shouted. "Moo-moo-moo!"

THE FRIENDLY COW

(STORY FOR PICTURE-SENTENCE CARD No. 50)

EVA lived in a town. She had never seen cows or sheep in her life—so when she went to stay with her Auntie Sue she was surprised to see so many animals about the fields.

She liked the sheep—but she did not like the cows.

"They are so big," she said to Auntie Sue. "I am afraid they will eat me. They have such big horns, too."

"The cows are very friendly," said Auntie Sue. "They send you a lot of things each day. You should say thank you to them and love them."

"What do they send me?" said Eva. "I don't think they send me much."

"Well," said Auntie Sue, pouring out a glass of yellow milk, "here is a present from the cow, Eva. Drink it up!"

"Oh, it's delicious!" said Eva. "Thank you, cows!"

At dinner-time Auntie Sue gave Eva an apple pie for pudding, and put down a jug of cream beside her.

"Another present from the cow," she said.

"Oh, how lovely!" said Eva. She poured it over her apple pie and ate it all up. She *did* like it. "Thank you, cows!" she said. She could see them out of the window.

Then Auntie Sue gave her some nice biscuits with a little pat of butter on each.

“ Another present from the cow,” she said. “ Nice creamy butter.”
“ Oh, how kind the cow is!” said Eva, and she crunched up the biscuits and butter. She saw Uncle Ben eating some cheese with his piece of pie, and she ran over to him.

“ Is that cheese a present from the cow too ? ” said Eva.

“ Yes,” said Uncle Ben. “ Cows are good friends to us, aren’t they ? ”

“ I will tell you a little piece of poetry about the friendly cow,” said Auntie Sue. And this is what she told Eva :

“ The friendly cow, all red and white,
I love with all my heart ;
She gives me cream with all her might
To eat with apple tart.”

And now Eva says it whenever she drinks her milk, pours out her cream, or eats her bread and butter. Can you say it too ?

PRETTY COW

CECIL SHARMAN

Simply

VOICE

Key C ||^s .l :d' :l | s .l :m :— | r .m :s :— .l }

Thank you pret - ty cow that made Pleasant milk to

PIANO

p

soak my bread Ev - ery day and ev - ery night

mf

Warm and fresh and sweet and white.

poco rall.

p

Topic No. 26

The Train

SECTION I: *THE TALK*

WHO has travelled in a train? It is an exciting thing to do! We take our ticket at the station, wait for the train to come puffing by the platform and stop, and then we find a carriage for ourselves. In we get and shut the door. The guard blows his whistle or waves his flag, and off we go, puff-puff-puff!

If we have time we like to go and look at the great big engine. What a monster it seems to us when we are standing on the platform! It is the engine that takes the train along. Without the engine the train would not go. How does the engine take the train? What makes it go?

Inside the engine is a big fire. Perhaps we have seen it if we have peeped inside the "cab"—the part at the back of the engine, where the driver stands. This fire heats the water in the big, fat boiler of the engine and it becomes so hot that it turns to steam. The steam makes the wheels go round and as soon as they turn round the engine runs along the lines and takes its long string of carriages with it.

The smoke from the coal that is burnt is puffed out from the big funnel in front. We have all seen it streaming out in a long cloud. In front of the cab is the whistle. We have often heard that too. The engine whistles when it comes to a tunnel, and it whistles when it comes near to a level-crossing too—a road that passes over the railway. The whistle warns anyone on the line that the train is coming. Then they quickly jump off the line and wait until the train has gone by.

The railway line is very long and straight. Sometimes we see just one pair of lines, sometimes there are so many we cannot count them. At a busy station there may be as many as twenty pairs of lines, going in different directions.

The railway line is always fenced in because the train goes so fast that it might knock any person or animal down if they wandered on to it. The fence stops them from going on the line.

There are many signals beside the line. What do these say? If the signal arm is up, it says "Stop!" If it is down, it says "Go!" The driver always stops his train at once if the signal is against him. He dare

TWO YEARS IN THE INFANT SCHOOL

not go on, for there may be another train on his line. As soon as he sees the arm of the signal drop he knows he may safely go on. The man in the signal-box makes the signals move up and down. He keeps guard on the lines so that there may be no accidents.

There are two men on the engine. One is the engine-driver, and the other is the fireman. The driver drives the engine, and the fireman attends to the fire and sees that it is always burning brightly. If the fire went out, the water in the boiler would get cold, and there would be no steam to turn the wheels. Then the engine would stop! But the fireman is always watching his fire. He never lets it go out. Only when the engine has done its day's work and runs to its shed does he let the fire out.

The engine needs water to turn into steam and it needs oil to make it move smoothly and safely. Each day it is looked at closely in all its parts, so that if any oil or repair is needed, it may be seen to at once.

Behind the engine are the carriages in which we sit. At the end of them is the guard's van. The guard looks after the train and the passengers—he is their *guardian* and always jumps in and out of his carriage at every station. It is he who waves the flag for the train to go on again. He guards our luggage too. He is an important man on the train.

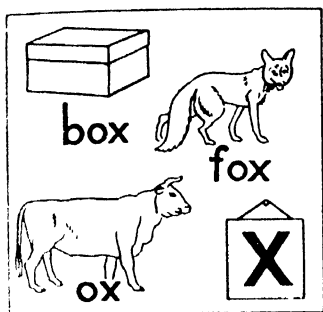
There are other trains besides passenger trains. There is the King's train, which has a very special engine, big and grand. There is the fish-train which brings fresh fish quickly from the sea-ports to the towns. There is the newspaper train and the milk-train. Sometimes, in the strawberry season, there is a special strawberry-train, carrying hundreds and hundreds of baskets of fresh-picked fruit.

There are coal-trains, carrying coal. Perhaps you have seen them. They need a strong engine to pull them, for many trucks full of coal are very heavy. We call these trains goods-trains, because they carry goods instead of people.

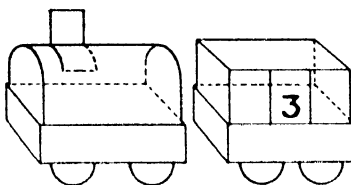
What fun it is to ride in a railway train over bridges, through dark tunnels, and to see so many things from the windows—fields and trees, cows and sheep, houses and streets, back-gardens and, if we are going to the seaside—the blue sea at last! It is a great treat to go for a ride in a train.

SECTION II: ORAL COMPOSITION AND LANGUAGE TRAINING

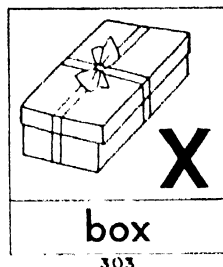
- (1) LET the children talk about their toy trains and engines. (The children can be encouraged to bring some to school to look at and play with.)
- (2) Ask if any one has ridden in a real train. Where must we go to find a train?
- (3) Let the children describe the engine and point out all the parts on the toy—funnel, etc.
- (4) What use is the big boiler? The fire?
- (5) How many men are on the engine? What do they do?
- (6) What is there behind the engine? What work does the engine do?



302



313



303



304



305



307

Ee Jj

306

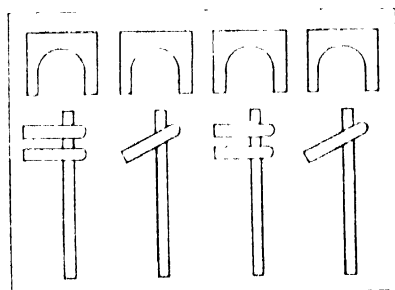
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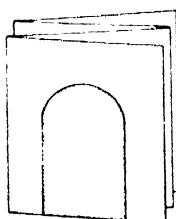
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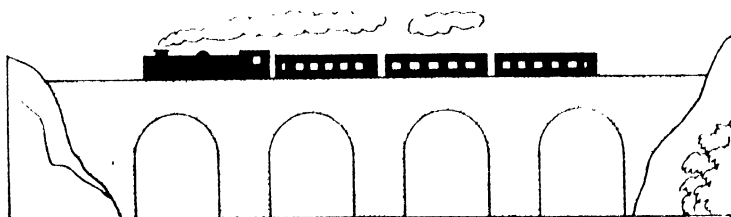
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310



311



312

FIGS. 302-313.

TWO YEARS IN THE INFANT SCHOOL

- (7) What is the road or track like that the engine travels along ?
- (8) How do we know when a train is coming into a station ?
- (9) What is a tunnel like ? What does the train do before it enters a tunnel ?
- (10) What can be seen from a carriage window ?
- (11) Let the children come out in turn and point to all the things they can see in the coloured picture. Let them say these words carefully—*engine, train, carriage, funnel, smoke, wheels, tunnel*, etc. The word *train* should be printed and pinned up under the picture.
- (12) Ask questions about the guard of the train. Meaning of the word guard. His work.
- (13) What do trains bring us ? Our milk from the dairy, our fish. Fish-trains, etc.
- (14) Teach these rhymes:

(1) THE WORK OF THE TRAIN

Wherever you want to go,
To country, town or sea,
There's a train to take you there,
As swiftly as can be!

Very early in the day
The goods-train hurries on its way,
Fruit and fish and milk it brings,
Papers too, and other things.

(2) THE DRIVER

The driver is a trusty man,
The best that can be found ;
And when we take a train we know
He'll keep us safe and sound.

(3) THE GUARD

The guard has a watch that is always right,
And also a lantern to use at night,
A flag to wave and a whistle to blow,
And he jumps on the train when it's started to go.

E. V. LUCAS.

SECTION III: READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

- (a) **R**EVISE the *f* sound as in *fan*. Remind the children to put their top teeth over their lower lip. Let them say—*fan, follow, father*. Remind them of the sound the train makes—*puff, puff*. Let them listen to the sound of *f* at the end of this word. Remind them of the dog who was called *Buff* and went to buy some *snuff*.

(b) Little children often confuse the *v* and *f* sounds, so it is well to revise these sounds frequently. Draw a picture of the guard's van and print the word *van* underneath. Let the children say the word. Then let them say *fan* and *van* alternately. What is the difference? Children with a good ear have no difficulty in noticing the difference. Although *f* and *v* are made in the same way by pressing the teeth on the under lip, the teeth must press harder for *van*, and if the children put their fingers to their throat, they can feel a vibration there when *v* is made. The sound of *f* comes from the lips and teeth only.

Let the children say *fan* and *van* again and notice the difference. Let them say—*very, velvet, violets*.

(c) Teach the new letter sound *x*. Tell them this sound comes at the end of words. It is an easy letter to make and it has a sound that is easy to remember, for the sound is like *kiss* with the *i* left out. Let the children try to make the sound by running *k* and *s* together—*ks*. Sometimes little ones put *XX* in letters to Daddy and they know that it means a kiss by the sound. Show them the picture card for *x* (Fig. 302). Let the children notice again that the sound is at the end of the words, and as the first letters have been learnt they can easily sound these words.

Let them make up little phrases and sentences with these words, for example: There are many *boxes* in the luggage van. The *ox* has horns. The *ox* is like the cow. The *fox* runs after chickens.

(2) Word Recognition

Revise the phrase *I love* and the word *all*.

Hang up a picture of an *engine*, with the word printed clearly underneath. Every time the children come out to look at the picture encourage them to read the word *engine*.

Give them some test, especially the weaker children: for example, write some action words on the board. As each word is written on the board call on a child to read it and perform the action:

<i>run</i>	<i>skip</i>	<i>bend</i>	<i>clap</i>	<i>sit</i>	<i>swim</i>
<i>rap</i>	<i>jump</i>	<i>turn</i>	<i>hop</i>	<i>stand</i>	<i>dance</i>

If any word is new to a child draw a pin-figure performing the action by the side of the word. Make a note of any child who cannot read any of these words and try to find out the cause. Perhaps there is still a child who does not know the letter sounds and has a poor visual memory. Give these special help. The next day write the commands again. This time do not call upon a child but write his name on the board, thus:

Hop, Betty.

Run, Dick.

Skip, Joan, etc.

Many children will find this an easy test.

(3) The Sentence Method

Instead of getting sentences from the children, the teacher tells them that she is going to write on the board what a big engine said, for them

TWO YEARS IN THE INFANT SCHOOL

to read. She says a sentence, then writes it on the board, naming the letters with their alphabetical names as she writes:

I am a big engine
Puff, puff, puff.
I want to go
Puff, puff, puff.

She calls upon some children to read these sentences. Then asks them what can be done to make the engine go. The children may suggest—give it water, give it oil, give it fire.

She writes on the board as before:

Here is your water, engine,
Soon you can go.
Here is your oil, engine,
Soon you can go.
Here is your fire, engine,
Soon you can go.

Then write on the board the engine's reply

Now I have water,
Now I have oil,
Now I have fire.
I can whistle,
Now I can go.
Toot! Toot! T-o-o-t!
Puff, Puff, P-U-F-F-ffffffffff.

Let the children read parts of this story each day. Let a child act the part of the big engine. Two other children can be engine-driver and fireman, etc. They can give the engine oil, water, and make up a good fire.

Tell the children the story of Vera and Freddy's ride in the big train. Where were they going? To the city with their father. What did they see from the windows? Who came into the carriage? A little girl with a big box? What did the little girl say? Encourage the children to give the exact words of the story.

"I am going to the city."

What did something in the box say? By means of questions revise the whole story. Then show them picture-sentence card No. 51, and let them talk about it. They can point out Vera and Freddy and the little girl with the box. It is a big box. It has holes in the side. Read them what it says underneath:

"A little girl with a big box got into the train."

Let the children come out and read the sentence, pointing to each word. The phrase *with a big box* may puzzle some children. Print it on the board for the weaker ones and let them read it from time to time. *Train*

will be a new word to most of the children. Let them dramatise the story.

Tell the children the story of how Rex, Betty and little Jess played at trains. Let the children retell parts of the story, and also tell how they would play trains.

Show them picture-sentence card No. 52. Let them talk about it. What have the children used for a funnel? Rex is saying "Puff-puff," as though he were the engine. Betty is a passenger with her doll and little Jess is the guard blowing his whistle. Where are they going? Read the sentence underneath:

"Our big box makes a good train and we are going very fast."

Teach the children this sentence in the usual way. Let them notice especially the word *box* and pronounce carefully *very fast*.

Let the children act the story. They can try to make a train with their tables and chairs. Teach them to say all the words connected with a train carefully—*engine, funnel, guard, passenger, carriage*, etc. This is a great help to a child's vocabulary. (See also Section on Oral Composition and Language Training.)

Revise picture-sentence cards containing the *f* and *v* sounds.

No. 11.—Father gave Freddie a nice new cap.

No. 16.—I am going to catch some fish for tea.

No. 31.—Sit still, Don, we are going to buy some violets for Mother.

Let each child choose a picture-sentence card to come and read to the teacher. The child must be sure to point to each word as he reads. Test the child by pointing to a word here and there and asking what it says. The children who are ready use sentence strips and loose words as before.

The children will enjoy illustrating their sentences about the train.

(4) Letter Recognition

Show them the letter *x* again and let them talk about it. Add letter *x* to the Alphabet Frieze. (Fig. 303.) Continue to revise the capital letters. Draw two pin-children on the board and call them Ella and Jo. Ask what present Ella should have. An egg.

What present should Jo have? A jug.

Write the names of the pin-children on the board, and by the side of each name the present, as in Fig. 304.

Let the children notice the difference between capital *E* and little *e*. They are not so very different, though capital *E* is twice as big. Capital *J* has no dot like little *j*, but it has a shelf on the top instead. It stands on the line.

Write on the board the names of any children that begin with short *e* or *j*. Show the children all the capital letters learned so far and see if they can recognise them. Give special help to backward children. Let them look at their picture-sentence cards for capital *J*'s and *E*'s.

TWO YEARS IN THE INFANT SCHOOL

SECTION IV : WRITING

- (1) **S**HOW them how to make the letter *x*. Let them copy writing card (Fig. 305).
(2) An easy sentence written word by word with the teacher. Afterwards to be written without any help. Suggested sentence:
The cat is on the box.
(3) Words and pictures to be written from copy and memory on boards or brown paper: *ten, fan, van, box*.
(4) Let the class write the capital letters and the small letters learnt this week, side by side (Fig. 306). Let the children draw all the capital letters they know.
(5) Let the best children copy any picture-sentence card they like and illustrate it.

A Writing Pattern (Fig. 307)

A row of *x*'s joined.

SECTION V : NUMBER

- (1) **C**ONTINUE practice in counting and the recognition of figures 1-30 as already explained.
(2) Counting backwards from 5, using Tillich's bricks.
(3) Counting in 2's to 10, using sticks or counters.
(4) Teach the two signs + (and), = (are). Children quickly learn these signs, they are so easy to make. Draw a simple sum for them as in Fig. 308. Let the children read it. Write other little statements on the board like these for the children to read:
 $1 + 2 = 3$; $2 + 1 = 3$.
 $3 + 2 = 5$; $2 + 3 = 5$.
Give the best children cards on which are written little addition sums. Over each figure is drawn a group of dots to indicate the value of the figure. The child draws the dots and writes the figures underneath. He then counts the dots and writes the figure that indicates the answer at the side (Fig. 309).
(5) Let the children continue to make number pictures of 10.
(6) Let them continue to work easy addition and subtraction sums with counters and sticks, etc.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of a train or anything the child likes to draw in connection with trains—a tunnel, etc.

(2) *Drawing to help Writing and Number* (Fig. 310)

(a) Let the children draw some tunnels as in Fig. 310.

will be a new word to most of the children. Let them dramatise the story.

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Teach the children this sentence in the usual way. Let them notice especially the word *box* and pronounce carefully *very fast*.

Let the children act the story. They can try to make a train with their tables and chairs. Teach them to say all the words connected with a train carefully—*engine, funnel, guard, passenger, carriage*, etc. This is a great help to a child's vocabulary. (See also Section on Oral Composition and Language Training.)

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TWO YEARS IN THE INFANT SCHOOL

(2) *Rhythmic Exercises*

(a) Revision of some already taken.

(b) Play music slowly and the children move slowly like a train going out of the station. Then the music gets faster and faster as the train gathers speed. Each child in this exercise pretends to be a train: they do not join as in the game described on page 373. There is less danger of a fall as the music gets faster and faster.

(3) *Playground Games*

Playing trains.

(4) *Songs*

The song on pages 379-380. "Ch! Ch! Ch! Ch!"

SECTION VIII: STORIES

AUNTIE ELLEN'S TRAIN

(STORY FOR COLOURED PICTURE)

AUNTIE ELLEN had come to stay with Trixie and Jim. She came in the train from a long way away, and Trixie and Jim were never tired of hearing all that Auntie Ellen had to tell them of her journey.

"I went over five bridges that crossed big streets, and over three bridges that crossed blue rivers," said Auntie. "And I went through six tunnels—think of that! Three were big and dark, and three were small and not very dark."

"Did you see many signals?" asked Trixie.

"Yes—too many to count," said Auntie Ellen. "Some were up, and then the train had to stop. And some were down, and then the train went on. Sometimes it whistled loudly—like this—Aaah! And sometimes it just said 'Ch-ch-ch-ch-ch!' And all the time the wheels went round and I was jerked up and down, and had to shout at the person opposite to me because the train made such a noise."

"I wish I could go in a railway train!" said Trixie. "I've never been!"

"I'll take you one day whilst I am staying with you," promised Auntie Ellen. "We will just go to the next station and back. That will be a real treat!"

"Ooooh! How lovely!" said the children.

But what a pity! Before Auntie Ellen could keep her promise there came a letter for her, asking her to go back to her mother, who was very ill.

"Now we won't be able to go on the train with you!" said Jim, in great disappointment.

"Never mind," said Mother. "Don't upset Auntie Ellen now—"

she is very sad because her mother is ill. Perhaps you can go to the station to see her off!"

"I'm going by the next bus to the station," said Auntie Ellen. "I must hurry and pack my bag." So off she went and packed her brown bag.

"You can go in the bus too," said Mother, giving the children some pennies. "Then you can see Auntie Ellen off and wave good-bye to her on the platform."

"We shall see some trains come in and out," said Jim, pleased. "I shall like that. Won't you, Trixie?"

"Hurry!" called Auntie. "The bus is coming!"

They all ran out—but what do you think—the bus was almost full, and there was only room for one more person! So Auntie Ellen got in and the children were left behind! They were so disappointed!

"I know!" said Jim, suddenly. "Let's race across the fields, Trixie, till we get to the railway line over there. We can stand on the fence and wave. Perhaps Auntie Ellen will see us when she comes by in the train. She will be so pleased."

"Oh, yes!" said Trixie delighted. "And we shall see the train go right into the big tunnel too. That will be fun!"

So off they went and came to the fence by the railway line. Far away in the distance they could see the train coming. There was smoke coming out of the engine funnel.

"Here it comes, here it comes!" shouted Jim. "Is your handkerchief ready, Trixie?"

The train came thundering by. The children waved their handkerchiefs—and do you know, Auntie Ellen saw them, and she waved hers too! She looked out of the window and blew a kiss. Wasn't that good!

Then the engine gave a loud whistle and ran into the long dark tunnel. The children got down from the fence and ran home, pleased.

"It was nice of you to think of doing that," said Mother, when she heard what they had done. "Auntie Ellen will be pleased."

She *was* pleased—and in two weeks' time there came a letter for Trixie and Jim. This is what it said.

"Dear Children,

I was so pleased to see you waving to me. I am sorry I could not take you for the treat I promised—but I have thought of a much better idea. Will you come and stay with me for a whole week? Then you will have the long railway ride here and back and you will like that!

Love from Auntie Ellen."

Wasn't that lovely? Now Trixie and Jim are getting ready to go on their long train-ride. What do you suppose they will see on the way?

TWO YEARS IN THE INFANT SCHOOL

PUSSY'S RIDE

(STORY FOR PICTURE-SENTENCE CARD No. 51)

VERA and Freddy were most excited. Father said he would take them to the city with him. He was going to London Town, and he said that for a treat the two children should go too. Then he would take them to the circus there, and they would all have a fine time!

Father bought the tickets at the station. They all got into a carriage when the train came in at their platform. The guard waved his flag—the train was off!

Freddy and Vera looked out of the window and saw trees and fields rushing by. Then the train slowed down and ran into another station. A little girl with a big box got into the train. She looked at Vera and Freddy.

They looked at her. The box was funny, because it had holes in every side of it! What a strange box!

"Where are you going?" Freddy asked the little girl.

"I am going to the city," said the little girl.

"What is inside your box?" said Vera.

"Aha!" said the little girl. "Wouldn't you like to know!"

"Do tell us!" said Freddy.

"It's my pussy," said the little girl. "She is going to my Granny who lives in London Town—and do you know, my Granny is taking me to the circus this afternoon!"

"Oh! We are going too!" said Vera. "How funny!"

"Miaow! Miaow!" said pussy inside the box, and she scratched to try to get out. "Miaow!"

"The holes are to let air in so that she can breathe," said the little girl. "Mummy was afraid she would jump out and escape if I took her in a basket. So we put her in this nice big box. My Granny is meeting me at the station. I am staying with her for three whole days. We have three little kittens at home now, so Mummy said my Granny could have pussy for her own, because Granny has lots of mice in her house."

"Look out for us at the circus!" said Freddy, as the train ran into the big station at London Town. "We will wave to you if we see you!"

They all got out. There was the little girl's Granny waiting for her on the platform! How pleased she was! The little girl ran to her and kissed her.

And do you know, Freddy and Vera saw her again that afternoon! She was just in front of them at the circus, and they all waved to one another.

"Pussy has caught three mice already!" called the little girl. "She *was* hungry after her ride."

I wonder how many mice she has caught now, don't you? How many do you think?

THE LOVELY TRAIN

(STORY FOR PICTURE-SENTENCE CARD NO. 52)

"LET'S play trains!" said Rex.

"But we haven't an engine," said Betty.

"We can soon make one!" said Rex. "Look, here is a fine big box that will do for the carriages!"

"And here is a little one for the engine!" cried Betty. "What shall we have for a funnel?"

"Here is a funnel!" said Baby Jess, and she gave them the feather-brush she was playing with. Rex stuck it into a hole in the little box!

"It's a fine funnel!" he said. "The feathers look like smoke coming out!"

"Here are the buffers!" said Betty, and she put Mother's brush down in front. "Now our train is ready! Will you be the driver, Rex?"

"I'll just get a roll of paper so that I can make a good puff-puff noise down it!" said Rex. He soon got the paper and rolled it up. Then he sat down on the front of the big box, and made a noise like a train. It did sound fine!

"Wait a minute!" cried Betty. "I'm the passenger with my baby doll! Let me get in."

"And I'm the guard!" cried Baby Jess. She sat on the end and blew a whistle to tell the train to go. Betty sat in the middle with her baby.

"Now are you ready?" shouted Rex. "We are off! Ch-ch-ch-ch-ch-ch-ch-ch!"

And off they went! Where did they go to? They went to the seaside! They went to London Town! They went to the farm down in the country! They went to the king's palace—oh, they went everywhere!

"What a lovely train you have!" said Mother. "Let me come for a ride too!"

"Get in, Mother!" said Rex. "Our big box makes a good train and we are going very fast."

Would *you* like to make a train like Rex's? See if you can! It will be such fun!

THE RAILWAY TRAIN

ENID BLYTON

CECIL SHARMAN

Brightly $\text{♩} = 96$

Key Eb ♩ m r :r m m r :r s : l : s : m

VOICE *p*
The rail-way train is ready to go, Puff, puff, puff! The

PIANO *p*

m r :r m m r :r s : l : s : m Bb^1

wheels are turn-ing round be-low, Chuff, chuff, chuff! The *mf*

r r :m m r r :m f : r : m : f Bb^1

rail-way bell is ring-ing out, Ding, ding, dong! Now *ff*

s s :l cresc. m f :f s : d : d : d : s : ff

wave your hand and give a shout, We shan't be long!

cresc. *f* *f* *f*

* It is suggested that the children fill in these rests with the word "Hurrah," using the speaking voice

CH! CH! CH! CH!

ENID BLYTON

CECIL SHARMAN

Keep a steady, even pace ♩ - 88

Keep a steady, even pace ♩-ss

VOICE

Ch - ch - ch - ch, There's the rail - way tram,

PIANO

A musical score for a song titled 'The Railway Train'. The score is written for Voice and Piano. The key signature is A-flat major (three flats: B-flat, E-flat, A-flat) and the time signature is 4/4. The tempo/mood is indicated as 'Keep a steady, even pace' with a note value of '♩-ss' (half note). The voice part begins with a melody line in treble clef, starting on a whole note A-flat, followed by a series of eighth notes. The piano part consists of two staves, treble and bass clef, with a melody line in the treble clef and a bass line in the bass clef. The piano part begins with a whole note A-flat, followed by a series of eighth notes. The lyrics 'Ch - ch - ch - ch, There's the rail - way tram,' are written below the voice staff. The score is marked with a mezzo-forte (mf) dynamic.

Musical score for the song "Puffing in the station big, And puffing out again". The score is written for voice and piano. The key signature is B-flat major (two flats) and the time signature is 4/4. The tempo is marked "Allegretto". The lyrics are: "Puff - ing in the sta - tion big, And puff - ing out a - gain The". The music features a vocal melody with a high note on "big," and a piano accompaniment with a steady bass line and chords. The score ends with a double bar line.

doors are slammed, the whis-tle's blown, Good - bye, good-bye we shout!

Ch! Ch! Ch! Ch! (cont.)

|| r .r :r .r lr .r :r .r | s .,f :m .r ld :— }

Ch - ch - ch - ch - ch - ch - ch! The train is puff - ing out

|| s, .s, :s, .s, ls, s, :s, .s, | d .,m :s .s lg :— }

There it goes through tun - nels dark And o - ver brid - ges long,

|| r ,r .r ,r :r lr ,r .r ,r :r .r | s .,f :m .r ld :— ||

Ch - ch - ch - ch - ch! ch - ch - ch - ch - ch! It sings its hap - py song!

Topic No. 27

On the Seashore

SECTION I: THE TALK

(The teacher should if possible have a supply of common shells that she can let the children handle.)

WHO has been to the seaside? It is such a happy place to visit, for there are so many jolly things to do there. We can dig in the sand and make big holes to fill with water. We can pile up the sand and make castles. We can put sand into our pails and make sand-pies or puddings when we turn it out. We can paddle in the warm pools or at the edge of the sea, where the little waves come curling over our toes. What fun we have!

Sometimes we bathe in the sea or in the pools. Then we get ourselves wet from top to toe, and we like this very much. How hungry we are after our bathe! We like the bun or biscuit that Mother gives us then.

We always take our spades and pails down to the seashore with us. There are so many things we can do with them. Perhaps we take our shrimping-net too, to see if we can catch a few shrimps or prawns for our tea. That is most exciting. Sometimes we take our ships to sail on the pools. They look pretty floating on the water, with a little breeze blowing the white sails.

We find smooth stones or pebbles on the seashore, and we find something else too, mixed up with the pebbles—we find pretty shells! What sort do we find? Who can tell any of their names?

There is the pretty cockle shell, white or cream or pink. Sometimes we find this in two pieces, joined together at the back. Then there is the hat-shaped limpet shell, so smooth and shiny. We can put it on our thumb like a hat! We find the mussel shells too—a lovely dark blue outside, and paler inside. Sometimes we find these joined together, the two halves fitting over one another neatly. Then there is the little periwinkle, which is often eaten—a prettily shaped shell which will remind us a little of our garden snail. The whelk shell is a bigger shell. If we hold it to our ears we shall hear the sea singing to us.

Who lived in these shells? Little creatures with soft bodies. They must wear some sort of hard coat or they may be eaten—so, like our soft-

TWO YEARS IN THE INFANT SCHOOL

bodied snail, they grow shells to protect themselves. When they die, they leave their shells behind—and we pick them up, empty, and play with them.

In the rock-pools we find the funny little crabs, that run sideways and bury themselves in the sand. The little darting shrimps are there too, and the bigger prawns. We shall see them if we sit by the pool quietly and peep in. Sometimes we see a bigger crab scurrying over the sand. We will not pick him up because he has pincers at the end of his claws, and we do not want to be nipped! We will just watch him and see how fast he can go, running sideways on his long legs!

Sometimes we see a jellyfish in the water or lying on the sand. He is a funny creature, for he is just like a round white jelly. He floats along in the water, his body rather like a jelly umbrella with little strings hanging down. If he is left out in the sun he will melt away. So, if we find him melting on the sand, we will pick him gently up on our spade, pop him into a bucket of water and put him into a pool. Then he will be happy.

Have you ever found a starfish lying on the seashore? He is a funny creature, with five fingers that he uses as legs! You will see him in the picture. He is called a star-fish because he is star-shaped. He will not hurt us if we look at him, so we can turn him over and see exactly what he is like.

What else shall we find by the sea? Well, we are sure to find plenty of seaweed! There is the kind that grows on the rocks—with little round places we can “pop.” There is the kind we often find after a storm, lying on the sand—great long ribbon-like strands, shiny brown and wet. We like to pick these up and run along with them, letting them blow in the wind.

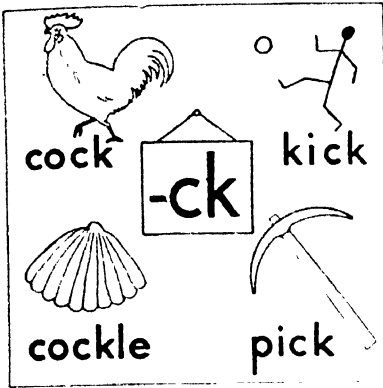
Then there are the gulls to see too. They soar over the sea, making high laughing sounds, “*eeooo, eeeoo, eeeoo!*” They are lovely big birds, grey and white, and we like to see them bobbing up and down on the waves, or soaring with great wings outspread over the cliffs.

What a lot of things there are to see by the shore! No wonder we love to go to the beach and play. If we are tired of digging and paddling, there are always lovely things to find—seaweed, starfish, crabs. Best of all we can collect shells to take home with us. Then we can play with them in the winter-time, and remember all the lovely days we had by the seashore.

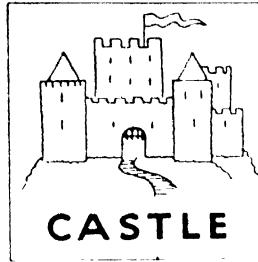
SECTION II: ORAL COMPOSITION AND LANGUAGE TRAINING

(1) **L**ET the children talk about summer holidays. Let them tell about any holiday they have had either in the country or at the seaside.

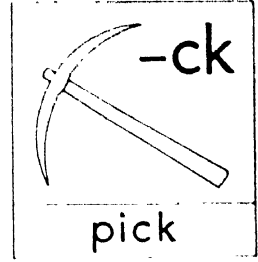
(2) Every child can tell something about the seashore. What games can they play on the sand? Building sand castles—sand pies. The sand is always clean. Why?



314



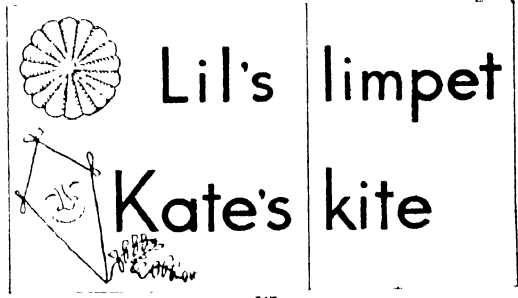
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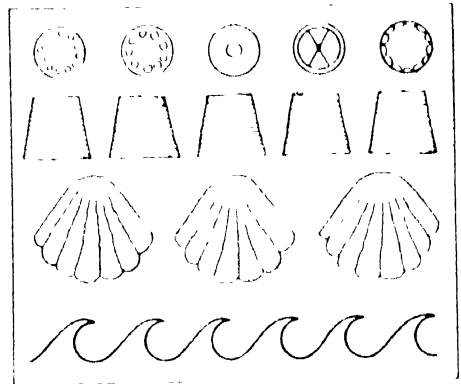
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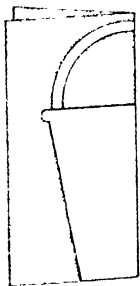
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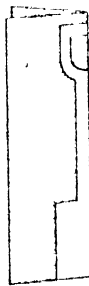
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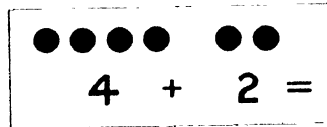
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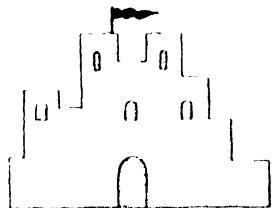
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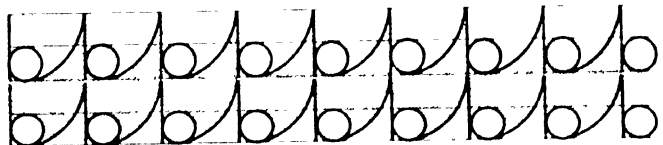
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327



322

FIGS. 314-327.

TWO YEARS IN THE INFANT SCHOOL

(3) What can be found in the sand? Pretty round stones called pebbles—white, grey or brown. Shells. Under stones or in pools, little crabs that run along sideways, seaweed, etc.

(4) Let the children have some shells to look at (periwinkle, mussel, cockle, limpet). Let the children tell all they can about shells generally—they are *hard*, smooth on one side, prettily marked. Some shells are made up of two pieces, two halves, some are all one piece, etc.

(5) What are these shells? The empty homes of little soft creatures. Remind the children of the snail. Of whom is the snail afraid? Who would eat soft little creatures in the sea?

(6) Let the children talk about paddling.

(7) Let the children tell about some of the amusements at the seaside—donkey rides.

(8) Let the children look at the coloured picture and talk about it. Let them point to the seashore. What else is it called? The beach. The waves. What are the children doing? Some are digging. Some are building a castle. Some are paddling. Let them name the things they can see in the picture—spade, bucket, sand castle, children, pool, sea, pebbles, rocks, etc.

(9) Teach these rhymes:

(1) SAND COOKING

Pat-a-cake, pat-a-cake, in the bright sun,
Bake me a pie, and bake me a bun.
Our cream's from the sea, our sugar's dry land,
And the plums are the pebbles that grow in the sand.

(From *Little Gem Poetry Books. Infant's Book.* Bell.)

(2) AT THE SEASIDE

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup,
In every hole the sea came up,
Till it could come no more.

ROBERT LOUIS STEVENSON.

(3) A HOLIDAY BY THE SEA

Merrily, merrily dance the sails
Over the summer sea,
Down to the rocks and the yellow sands,
Down to the sand go we.

Hey for a bucket and hey for a spade,
Hey for the silver sea;
Shops and streets for those who will
Castles of sand for me.

We are the kings of the golden sand,
 Queens of the silver sea,
 Ours is a kingdom of spades and pails
 None so happy as we!

ERIC PARKER.

Let the children say these words as they dance round the room pretending to go to the sea.

SECTION III: READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

- (a) **T**HE sound of *ck* at the end of words. Let the children repeat again the rhyme "Hickory, Dickory, Dock."

Emphasise the last sound in each line. Say the word *clock* to the children, sounding each letter. Write it on the board and let the children say the word, sounding each letter. They will notice that at the end they say the hard *c* sound twice, each time with a different letter, but when they say the whole word, we hear only one *c* sound at the end. Show them the pictures and words (Fig. 314) and let the children sound each word, noting each time the double consonant.

(b) Let them suggest other words—*picking* up shells on the seashore, to *kick* a stone, *tuck*, a *flock* of sheep, a *flock* of sea-gulls. They may remember *duck* from Topic 21. A *rock* by the sea.

Remind them of their talk about hayfields. The hay is piled up into a hay-rick.

(c) After the holidays we go *back* home. What do postmen carry? A *sack*. Make a list on the board of words ending in *ck*. Lead them to see that *ck* is at the end of a word and never at the beginning. Show them again the picture cards for *c* and *k* (Fig. 118, Topic 11, and Fig. 202, Topic 18). Remind them that *c* and *k* have just the same sound. Write words beginning with *c* and *k* in columns for the children to read.

can
cup

kit
kid

(d) Revise the sound of *sh* at the beginning of words. Show again picture card (Fig. 213, Topic 19) and let the children say the words. Write on the board all the words beginning with *sh* to do with the seashore—*shore*, *shell*, *ship*, *sunshine*, *shadows*, *shade*, *shoes* off on the *shore*.

(2) *Word Recognition*

(a) Teach or revise the word *come*. Write it on the board and read it to the children. Let them notice the hard sound of *c* and the sound of *m*. Print some commands on the board:

Betty, *come* to me.

Come to the door with me.

TWO YEARS IN THE INFANT SCHOOL

Come to the cupboard.

Come for the top, Tom.

Come for this book.

Give them picture-sentence card No. 45 to read.

(b) Teach the word *castle*. Pin up a picture of a castle (Fig. 315) with the word *castle* printed underneath. Write the word on the board and teach it to the children as a whole. Draw attention only to the hard *c* sound at the beginning. Let them often look at the picture and say the word. During the week draw a castle on the board and write (i.e. print) the word in underneath.

Hang up cards with sight words that children have learned; for example: *I love, all, shall, put, was, to do*. Ask a child to bring a card with *shall* on it, and so on.

(3) The Sentence Method

Let the children give sentences about the seaside. Write some on the board for the children to read.

Draw a spade on the board and write the word in underneath. Draw a pin-figure on the board digging in the sand. Write these words from the rhyme the children have learnt on the board:

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.

Read it to the children, pointing to each word. Let the children come out in turn and read it, pointing to each word. Leave it on the board for a few days and let the children read it each day.

Tell them the story of Dick and his shell. What did his shell sing to him? Let the children tell the story. Show them picture-sentence card No. 53. Let them talk about it. What is Dick doing? Bunty is creeping near to listen. Read them the sentence:

"The shell I picked up is singing to me."

Teach the sentence in the usual way. Let the children notice the sound of *sh* in *shell* and *ck* in *picked*. Let them act the story.

Revise the picture-sentence cards containing words that end in *ck*.

No. 21.—Look at my jumping *Jack*, he has a red cap.

No. 27.—Ann has ten *chicks* in her hat.

No. 36.—The *clock* in the kitchen *struck* one as Katie laid the cloth for dinner.

No. 41.—You are a queer little *duckling* to stand on your head.

No. 44.—Through the farm yard rode Bobby on Grunty, the *black* and white pig.

Tell them the story of Mick and his sand castle. Let the children retell parts of the story. What did Mick and his brother Jack dig with? *Spades*. How did they carry the sand to their castles? In *buckets*. Which of the two castles was the bigger? Show them picture-sentence

card No. 54. Which boy is Mick? How do they know? Let them talk about the picture. What is Mick saying? Read the children the sentence:

"My castle is bigger than yours, so I am the king."

What happened to Mick just as he said those words? He fell down! Let the children act the story.

Let the children build a castle of blocks and then a *bigger* one. Give them opportunities of comparing two things and saying which is the *bigger*.

Most of the words on picture-sentence card No. 54 are easy. *Castle* is a new word, and the words *bigger than yours* may puzzle some children. Let the children point to the words as they read. See that they understand the phrases of the sentence as well as the whole sentence. Acting the story and bringing in the sentence helps to clarify a child's ideas. A very interesting revision lesson can be given by letting a group of children act any sentence on a picture-sentence card they like. The rest of the class have to guess the sentence. When it has been guessed, a child can be chosen to run and fetch the card and read it.

Let the children illustrate both sentences, and while this drawing goes on, help the backward children.

Use sentence strips and loose words as before.

(4) Letter Recognition

Write *-ck* on the board, and let the children sound it. Let them talk about the two letters that sound like one and are found at the end of words. Write a list of words on the board ending in *ck*, underline the *ck*—*duck*, *lock*, *pick*, *back*, *Jack*, *sack*, etc. Let them look at the picture-sentence cards and see how many *ck*'s they can find. Add *ck* to the Alphabet Frieze (Fig. 316). Most children will have seen men working in the road with a *pick*. These lessons on letter recognition are a great help in spelling later on.

Continue to teach the capitals. Revise those already taught. Draw two pin-figures on the board. Tell the children their names begin with *L* and *K*. Let the children suggest names if they can, then choose two to write on the board. *Lil* and *Kate*. *Lil* found a *limpet* at the seaside. *Kate* had a *kite*. Write what each had beside her name as in Fig. 317. Let the children notice the difference between capital *L* and small *l*. They are both as tall as each other, but capital *L* has a line or foot to stand on. Capital *K* is almost the same as small *k*, but he can kick much higher.

Write on the board some of the children's names. Let each child come out and draw the first letter of his name on the board. Put different capital letters on the board and see if every child can recognise them. Let the children look for capital *L*'s and *K*'s on their sentence-cards.

TWO YEARS IN THE INFANT SCHOOL

SECTION IV : WRITING

(1) **G**IVE the children the writing cards (Figs. 318, 319) and let them practise writing *ck*. While some children use writing cards, special help in the formation of letters can be given to the backward group.

(2) Give them also writing card (Fig. 320). This gives practice in spacing words.

(3) Let them draw and write some easy words from a copy and from memory. This is a great help to spelling.

(4) Let the best children choose picture-sentence cards to copy.

(5) The backward children can copy the teacher as she writes a sentence word for word on the board.

(6) Let the children practise writing their own names. They have already done this from cards kept in their boxes, but they sometimes need to do it with the help of the teacher.

(7) Let the children draw the capitals taught this week side by side with the small letters, as in Fig. 321.

Writing Patterns.

Any the children like. Fig. 322 shows a pattern. It is a row of joined *b*'s. It can be coloured very effectively in many different ways.

SECTION V : NUMBER

(1) **C**ONTINUE practice in counting and the recognition of figures 1-30.

(2) Continue bead threading, the use of bead-bars and Tillich's bricks, especially with the weaker children.

(3) Counting backwards from 7 using Tillich's bricks.—It is clear to a child that he goes up the stairs one at a time to the top (in this case the seventh brick), and in order to get back again to the bottom he must go down one step at a time. Most children enjoy counting steps. They count their own stairs at home and any stairs they can at school.

(4) Write simple addition exercises on the board like those given in Topic 26, Fig. 308. Let the children also work some from cards prepared for them. Cards (see Fig. 309, Topic 26) are, on the whole, much more satisfactory than exercises on the board, because each child is doing something different from the child next to him. The first cards (those given in Topic 26) should not contain numbers above 5 or 6. These cards are a real test of the child's knowledge of figures. He is unable to write the correct answer to each little sum unless he knows that the figure he writes stands for the number of balls he has counted. The best group can do numbers up to 6. (See Fig. 323.)

(5) Let the children count out 10 shells, 10 counters, etc., and put the figure 10 beside each group. Let them fasten sticks up into bundles of 10. Show them or draw on the board for them pictures of 10 things. Ten should be shown each time as one group of 10 things.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of a seaside scene. Children enjoy making bold pictures of sand, sea and sky.

(2) *Drawing to help Writing and Number* (Fig. 324)

- (a) Sand pies. How many ?
- (b) A row of sand castles. Let the children draw a certain number and put the number by the side.
- (c) A row of cockle shells.
- (d) Waves coming in. How many waves ?

(3) *Modelling in Clay and Plasticine*

If the children have a variety of shells to copy, very valuable work can be done this week in modelling. If possible let the children have mussel shells, cockle shells and limpets to copy. Oyster shells are also very suitable.

(4) *Paper Cutting*

(a) A bucket and spade. These can be cut from folded paper as shown in Figs. 325 and 326. They can be cut without folding if desired, but the folded paper gives more pleasing results. Let the children colour their buckets. The cuttings should be as big and bold as possible. Let the children use all the best for a toy shop at the seaside. Put prices on them, spades 2d., buckets 3d. Let the children play a shopping game. A mother comes to the seaside with two children; one wants a spade, one a bucket. How much will the mother spend ? The children can cut out paper pennies for this game. The children will not be able to buy many buckets and spades if they cannot add well ! The game ends when all the buckets and spades are sold.

(b) A sand castle cut from paper can look very effective. The castle is cut from golden yellow paper as in Fig. 327. The flag-staff, windows and doors are coloured brown, the flag is red paper. The whole is mounted on blue paper. Some children may like to paint a sand castle instead of cutting it out. Let these children do their castle in brush work.

(5) *Building with Blocks, etc.*

Let the children build castles of different kinds.

SECTION VII : DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.

(1) *Dramatisation*

SHOPPING at the seaside. (See Handwork Section.)

(2) *Rhythmic Exercises*

Bounce or Toss Ball. Let the children bounce or toss the ball to music or to simple counting, limiting the winning point to small

TWO YEARS IN THE INFANT SCHOOL

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(5) Let the children count out 10 shells, 10 counters, etc., and put the figure 10 beside each group. Let them fasten sticks up into bundles of 10. Show them or draw on the board for them pictures of 10 things. Ten should be shown each time as one group of 10 things.

She danced down to the edge of the sea and let the waves run over her pink toes. How cold the water was, and how exciting it was to feel it!

Dick made an enormous castle, and stood on the top. Mack dug a very big pool and sailed his ship there beautifully. It did float well. Dolly fished in the rock-pool near by and caught six shrimps, which she put in her pail. What a fine time they all had!

"Would you like a bathe?" called Mother. "I have your bathing-suits here."

"Oh yes, oh yes!" said the children. In a few minutes they were all in their bathing-suits and they ran down to the sea. Splash! Dick sat right down and shouted with joy. Splash! Mack sat down, too. But the two girls waded out until the water was right up to their waists. They could both swim, and it was lovely to strike out with arms and legs and swim like fishes through the water. The sun shone down and warmed them, and the waves bobbed up and down in the wind. It was a lovely day.

"You've been in long enough!" called Mother. "Come in now. I've your towels ready for you, and four big, big buns for you to eat!"

"Ooooh!" squealed the children. They ran out and dried themselves. Then they dressed and sat down to eat their buns. They *were* big ones, and how hungry the children were! It didn't take them long to eat those big, big buns!

"Now, go for a run along the lovely smooth sand," said Mother. "It will warm you up."

So the four children raced over the golden sand, and splashed into every little pool they saw. It didn't matter, because they had no shoes on.

"Look!" shouted Dick, leaning over a pool. "Here is a crab!" They all watched the little creature scurrying over the sand at the bottom of the pool.

"And here is a starfish!" cried Mack, pointing to a yellow starfish lying on the wet sand. "It has five big fingers. What a funny creature!"

"I've found some sea-weed, I've found some sea-weed!" cried Carrie, and she picked up a long brown ribbon of sea-weed and shook it out.

"And I've found a jelly-fish!" shouted Dolly. "It's melting on the sand. I'll put it back into the water, poor thing!" Splash! In it went.

"Dinner-time, dinner-time!" called Mother. "I've plenty of sandwiches, cakes and apples, so come along!"

What a big dinner they ate! You should just have seen them! Mother said it was a good thing she had brought such a very big bag of food!

"Now we'll *all* build a very, very tall castle, shall we?" said Dick, when they had finished. "As high as the sky!"

They *did* build a big one—not so high as the sky, but still, big enough for all four children to sit on the top. Afterwards they hunted for shells, and they found some beautiful ones which Mother put into a box to take home.

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"Time to go!" she said at last. "What a lovely, lovely day we've had!"

So off they all went home, taking with them their box of shells, so that they might play with them on a rainy day—and remember the jolly time they had had when they went for their day by the sea!

THE SINGING SHELL

(STORY FOR PICTURE-SENTENCE CARD No. 53)

DICK and Bunty had gone to the sea for the first time in their lives. How happy they were! They ran about in their sun-suits, paddled and splashed and dug, and shouted merrily to one another.

"I do like the sound of the waves," said Dick, as he stood looking at the blue sea. "They go 'sh-splash, sh-splash,' and when they run back they say 'sh-sh-sh-sh,' all the time. I wish I could take the noise back home with me!"

"You are silly!" said Bunty, and she ran to pick up a piece of seaweed. "I shall take *this* home with me! I will hang it up outside my window, and if it is wet in the morning I shall know it is going to be a rainy day. If it is dry, it will be fine!"

"Oh, look!" said Dick, and he picked up a beautiful big shell. "Isn't this a splendid shell? I shall take it home with me and put it on the mantelpiece."

He put it to his ear—and then, how surprised he looked!

"Bunty, Bunty!" he cried. "The shell I picked up is singing to me! It is making the sound of the sea! 'Sh-sh-sh!' it says all the time! Oh, Bunty, it's magic!"

"Let me listen," said Bunty. She put the shell to her ear—and sure enough she could hear the sound of the sea in it, too—it was so pretty, and yet so strange.

"It is my own marvellous singing-shell," said Dick joyfully. "I will always keep it."

He took it home with him—and every morning, when he wakes up, he puts it to his ear, and the shell sings to him its pretty sea-song. "Sh-sh-sh-sh!" it says, very softly. Wouldn't you like to hear it? Well, if ever *you* find a big shell, put it to your ear—and it will sing to you, just as Dick's shell sings to him!

(If the teacher can bring a big shell to school, the children will love to put it to their ears and listen.)

THE BIG SAND CASTLE

(STORY FOR PICTURE-SENTENCE CARD No. 54)

"COME on, Jack!" shouted Mick. "Let's each build a sand castle, shall we? We'll see who can build the bigger one!"

"Very well," said Jack, and he began to dig. He threw the sand into a pile, and patted it down. Then he threw some more and

patted it down again. He meant to build a nice strong sand castle that would last a long time!

Mick didn't bother to pat his down. He threw the sand quickly into a pile, and the heap grew higher and higher. Mick looked at Jack's castle. What a silly little one it was!

"I don't think much of *your* castle!" he cried. "It is a silly one. Look at *mine*! It is nearly as tall as I am already!"

"It looks as if it will fall down!" said Jack, patting his. "It wouldn't hold you if you stood on it, Mick!"

"Of course it would!" cried Mick. "Look!"

He climbed up to the top of his castle and waved his spade at Jack.

"My castle is bigger than yours, so I am the king!" he cried.

Then—oh, dear!—his castle fell to bits, because it was so badly built! And down tumbled Mick on his nose with all the sand falling on top of him! How cross he was!

"You're not king, because your castle has fallen to bits!" cried Jack, and he stood on top of his own strong little castle. "I'm the king, I'm the king, I'm the king!"

And do you know, when the tide came in, Jack's castle was so strongly built that the waves couldn't knock it down for a long time! Jack stood on top of it and had a lovely time—but poor Mick's castle was gone. Not a tiny bit of it was left.

"I'll build a castle like yours next time!" said Mick. "It's a much better idea!"

Would *you* like to build a castle like Jack's too?

A SEASIDE SONG

ENID BLYTON

CECIL SHARMAN

Rather fast and lightly

Key D \sharp 6

VOICE

PIANO

p

1. Lit - tle danc - ing
2. Here I dance up -

waves of blue, Would you like to play?
- on the sand, Chase me up the beach,

See if you can catch my toes, When I run a -
You would like to wet my legs, But you can - not

A Seaside Song (cont)

♯d : - . | : | 4 D.S. ||

- way!
reach!

12 ♯

f *d'* ., 1 : s . 1 | *d'* . 1 : s *ritard.* |

Oh, you've caught me lit - tle waves,

♯r (with mock distress.) .f | r : | r' ., d' : t . 1 |

p *slow* *pp* *very quick*

Both my feet are wet. Now I'll come and

p *pp*

♯s . d' : m | m ., r : s , s . | d : ||

catch you too, In my fish - ing net!

Topic No. 28

The Sun

SECTION I : *THE TALK*

EVERY day when we get up we go to the window to see if it is fine or wet. If we see the sun shining brightly we are so pleased. "It's a fine day!" we cry, and we hurry to dress ourselves and go out.

The sun is a very good friend to us. It warms us well, and we feel happy when its rays creep over our hands and faces. When the sun goes behind clouds we miss its brightness and warmth—but we know that it is there just the same, shining beyond the clouds that hide it for a little while.

The sun is our lamp. It gives us light. When the sun rises in the morning the world is flooded with golden light, the sky is painted red and gold, the birds sing to welcome the sun, and everything is glad. Another day has come. The sun makes the day for us. When the sun has gone, it is night time. We love to see the golden light of the sun. It is very beautiful when it lies on our gardens and sparkles on the ponds or rivers.

We cannot look at the sun when it is shining because it is so very bright. It dazzles us. We have to shut our eyes and look away. It is a wonderful thing, the big, bright, golden sun, so warm and brilliant.

It is our clock, too. It tells us when it is day time, when it is noon—the middle of the day—and when it is evening. It seems to move across the sky, because, in the morning, when we go to school, we point to it over *there* (teacher points)—but in the afternoon, when we go home, the sun is somewhere else—over *there*! Sometimes it is low down, sometimes, in the middle of the day, it is high up in the sky.

The sun is a great help to us. It makes the grass grow strong and green, and it makes the flowers grow too. It gives the colours to the flowers and the leaves. It shines down on the fruit and makes it ripe, sweet and juicy. The apples grow red, the pears grow yellow, the plums grow purple in the warm sun. We grow brown, too, in the summer-time—just as if we were ripening fruit! We look well and strong then, and we grow tall. We must get all the sunshine we can.

TWO YEARS IN THE INFANT SCHOOL

The sun makes the rain for us! This is a strange thing. How does the sun do that? It shines down hotly on all our puddles and dries them up—it takes moisture from the ponds and rivers—it takes the wetness from the clothes on the line. All this wetness and moisture makes the clouds we see in the sky, and then, when they become too black and heavy, down comes the rain from the clouds and makes all the puddles come back again!

The sun dries the streets for us after the rain. It shines down on Mother's washing-line and dries all the clothes she has hung there. It shines down on the wet roofs and the wet grass, and before long they are all dry again. We could not do without our helper, the sun!

What is the sun? It is a great big ball of fire very, very far away from us. In the winter-time we do not see it so much, but in the summer we sometimes see it shining all the day long. We feel happy then, and run about with very little on, for we like the sun to shine on our legs and arms as well as on our faces. We open the windows wide and let the sun stream into our rooms. We take all the sunshine we can. It is the finest thing in the world to make us well and strong.

Sometimes the sun makes us a beautiful rainbow in the sky! Who has seen a rainbow? We see it when the sun shines whilst the rain is still falling. It shines on the raindrops falling from the clouds, and makes a rainbow for us of all the different colours we know. Red, orange, yellow, green, blue, indigo, violet—it is the loveliest thing to see.

When the sun shines on us we have a shadow behind us. Why is that? It is because our bodies are in the way of the sun, and its light cannot fall on the piece of ground behind us—so that little bit has no sunshine, and we say it is in shadow—in *our* shadow. Sometimes our shadows are long, sometimes they are very short. In the early morning and evening the shadows of the trees across the field are very, very long—but in the middle of the day, when the sun is high, the shadows of the trees are short. We will look and see several times a day whether our shadows are short or long. It will be fun to notice them.

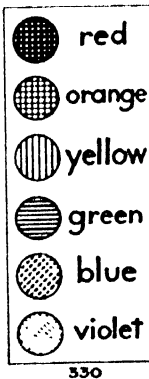
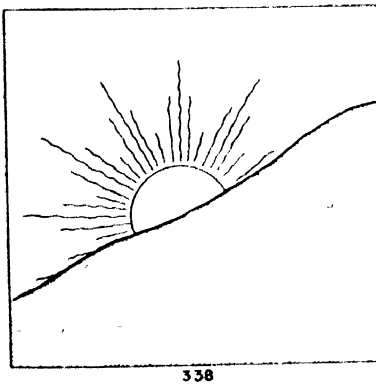
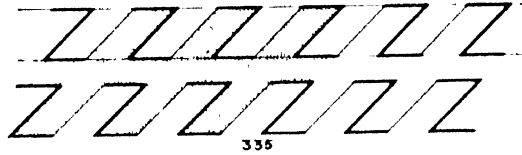
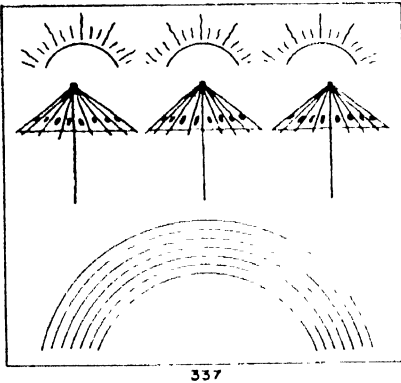
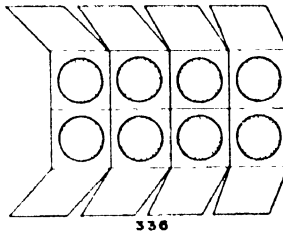
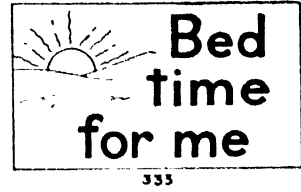
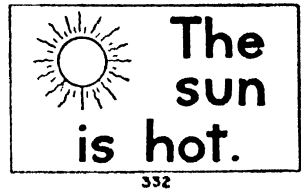
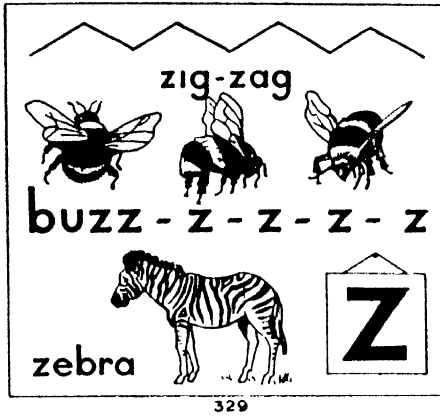
Did you know what a help the sun was to us—our fire, our lamp, our clock, our rain-maker? We will always welcome it, and play in it as much as we can.

SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

(1) **L**ET the children tell what makes them hot in summer weather. Let them talk about the sun in their own words.

(2) What hides the sun sometimes? It is cooler when the sun is hidden. When it shines out again we feel it on our hands and faces.

(3) Ask the little ones what they see beside them when standing in the sunlight. They see a shadow like them in shape. This is because their bodies prevent the sunlight from shining on the ground by them.



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Sometimes the shadow is very long and sometimes so tiny that they can hardly see it. When is it long?

(4) Why cannot we look at the sun in the daytime? Because it is so bright. What is the sun?

(5) The sun seems to move. Let the children tell where they see the sun. Sometimes high up. Sometimes it shines into one window. Sometimes into another.

(6) What does the sun give us? (a) Heat. (b) Light. All the beautiful daylight comes from the sun. Even when there is no sunshine, the sun is there shining behind the clouds.

(7) Let the children tell about the sun's work: (a) It makes the grass and flowers grow. (b) It ripens the fruit. (c) It keeps us warm in summer and winter. (d) It makes us strong and makes our hands and faces brown. (e) It dries the streets and gardens after rain. It dries our clothes, etc.

(8) Who likes the sunshine? Children, birds, bees and butterflies, etc.

(9) Let the children catch a bit of sunshine in a looking-glass and make a dancing light on the wall. They can call it the light-bird.

(10) Let the children talk about the picture—the sun is rising. Who welcomes him? His journey. The setting sun.

(11) Teach these rhymes :

(1) THE SUN'S TRAVELS

The sun is not a-bed, when I
At night upon my pillow lie;
Still round the earth his way he takes,
And morning after morning makes.

R. L. STEVENSON.

(2) THE RISING SUN

Boys and girls get out of bed,
The sun is shining round and red,
And wakening every sleepy head
To go to school in the morning.

(3) SUN AND RAIN

Have you heard the raindrops patter,
Little one?
Have you seen the raindrops falling
In the sun?
Have you seen a rainbow shining
In the sky?
Was it like a pretty ribbon
Hung on high?

Let the children tell what they know of the rainbow and its pretty colours.

SECTION III : READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

(a) **R**EWISE the *x* sound in *box*. Show the children the picture-card (Fig. 302, page 367) again and let them say the words. Remind them that the *x* sound always comes at the end of words. Let the children think of other words that end in *x*. Draw six things on the board and ask the children how many things. Write the word *six* on the board and let the children say the word and notice the sound of *x*. What does Mother use to wash with? *Lux*.

How does Mother make a cake? She *mixes* flour, milk, eggs, currants, etc., together. Tell a child to *mix* some paint with water.

If they are naughty they *vex* Mother.

Father can sometimes *fix* a head on a broken doll. Perhaps some of the children have used modelling *wax*. Let the children make up sentences using these words. Children will like to see all the *x* words written on the board or on a card as in Fig. 328. Let them read the words straight down, then in and out. Rub the words off the board and put one word at a time on the board for a child to read. This is a good test to find out if the child knows the sounds of the first letters.

(b) Teach the new sound *z*. Bees like the sunshine and in the summer they can be heard *buzzing* about. Let the children imitate the buzzing of bees, thus getting the *z* sound. Show them the picture-card for *z* (Fig. 329). Tell them the striped animal in the picture is a *zebra*, and can be seen at the *Zoo*.

Let them say the words *zoo*, *zebra*; tell them to notice that when saying *z* they must put their tongue lightly against the roof of their mouth, the teeth are almost closed. Let them say all the words—*zoo*, *zebra*, *zig-zag*, *buzz*.

(c) Let the children say the *s* sound: *sun*, *sunshine*—remind them that for *s* they put their tongues lightly against the roof of the mouth and hiss. The breath comes through their teeth. Let them hiss and notice this. *z*'s and *s*'s are made in almost the same way, but there is something different. Let the children say both sounds again. Let them feel their throats as they say *z*, *z*, *z*. The *z* sound is made much farther back than the *s* sound.

Let the children say words beginning with *s*—*sing*, *sea-shell*, *six*, *silly*, *sand*, etc.

(2) *Word Recognition*

Teach the children the names of the colours. Draw circles of each colour on the board and print the name beside. Quick children will be able to read some of the names without help. They will remember *red* and *green* from Topic 16, when they talked about the policeman and traffic lights.

Make a word chart for the colours as shown in Fig. 330. The coloured discs are cut from paper. Care should be taken to choose paper of a

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standard red, orange, etc. Let the children find pieces of wool, etc., to match with these colours. Let the children read each word carefully, looking at the colour for which it stands. Then write the words alone on the board for the children to read. As a test, rub all the words off the board and hide the colour chart. Print the name of a colour on the board, let a child read it and draw a disc of the right colour on the board. Let the children tell things that are *orange, red, yellow* (they will remember the little ducklings), etc. Remind the children that our lovely colours come from the sun. At night when the sun is hidden everything is grey or black.

(3) *The Sentence Method*

Let the children each give a sentence about the sun. Write a few on the board for the children to read. One really good sentence can be left on the board.

Tell the children you are going to write a question on the board for them to answer, but you are going to leave out one word. Write on the board:

Do you like to see the sun
Shining when the rain is — ?

Help the children to read this. See if any child can supply the missing word.

Tell the children the story called "The Ribbon in the Sky." What was Anne's dog called? Zip. Anne was unhappy when she saw some clouds because she was going out to tea. What did Anne's mother say to cheer her? The sun was shining behind the clouds, and if Anne watched she would see a pretty ribbon in the sky made by the sun and the shower. So Anne watched, patiently. Then the rain stopped and Anne's mother said if she took her umbrella she and her little sister could go. Show the children the picture-sentence No. 55 and let the children talk about it. It shows Anne, her little sister Jane, and their dog, Zip, setting off. What are they all looking at? A pretty ribbon in the sky—a rainbow. What is Anne saying? Read the children the sentence.

"Look Zip, look Jane, at the shining rainbow in the sky."

Let the children tell if they have ever seen a rainbow. Let them look at the colour chart (Fig. 330) and tell the colours of the rainbow.

What has Anne in her hand? An *umbrella*. See that the children say this word carefully.

Teach the sentence in the usual way. Let the children act the story and bring in their sentence.

Remind them of the sound of *z* in *Zip*.

Tell them the story of how Dan and Joe made a zoo. Help them to retell the story.

Show them picture-sentence card No. 56. Let them talk about it. How have Dan and Joe made cages? From chairs. Their toy elephant looks fine in his cage. What is Dan doing? He is painting stripes on his horse. Read the children what it says underneath the picture :

"I am making a fine zebra for our zoo."

What colours is Dan using? Yellow and brown.

Will the horse make a fine zebra?

Let the children act this story. They will enjoy trying to make a zoo.

Each child must have practice in reading the sentences carefully, enunciating each syllable clearly and pointing to each word. Cut up the sentence-strips on Sheet 6, page 410B. See how many children can read them at once, how many can match them with the picture-sentence cards and then read them, how many find it difficult to match them.

Continue to revise the picture-sentence cards systematically—children tend to forget words that they have not seen for some time.

(4) *Letter Recognition*

Draw *x* and *z* on the board. Let the children talk about their shapes. Add letter *z* to the Alphabet Frieze (Fig. 331). Ask the children the name of Anne's dog Zip. This is his very own name and must be spelt with a capital letter, like the special names of boys and girls. Show them capital *Z* and small *z*. They are the same, except that capital *Z* is twice as big as small *z*.

Revise capitals already taught.

SECTION IV : WRITING

(1) **F**IGS. 332 and 333 show two writing cards about the sun for this week. Give the weaker children special help in spacing their words.

(2) Give them a writing card for *z* (Fig. 334).

(3) Give the weaker children practice with individual letters, let the best children choose picture-sentence cards to draw.

(4) Let the children draw and write some easy words from a copy and from memory—*box, sun, buzz, net*.

(5) Capital letters that occur on the sentence-strips taken this week. (See Sheet 6, page 410B).

(6) An easy sentence written with the teacher word by word. Afterwards to be written without any help.

Writing Patterns (Fig. 335)

Let the best children write what patterns they like. Some children need suggestion and help, or they will waste their time. Fig. 335 shows two rows of joined *z*'s. Although the children will draw them very irregularly they will make a pleasing pattern.

SECTION V : NUMBER

(1) **C**ONTINUE practice in counting and the recognition of figures 1–30. The children can use 2 boxes. One box containing counters and loose figures 1–20; the other box containing counters and loose figures 1–30. The weaker children can have

TWO YEARS IN THE INFANT SCHOOL

the first box. This apparatus should not be discarded until the children know all figures and numbers separately and in any order.

(2) Counting backwards from 8 using Tillich's bricks. (See Topic 27.)

(3) Let the children continue to use the cards described in Topics 26 and 27, on which are written unit addition sums, e.g. $3 + 2 = 5$.

(4) Besides boxes of sticks, counters and dominoes, some teachers may find the following piece of apparatus useful (Fig. 336). A large square of stiff paper is divided into 16 squares. Along the two middle rows of squares coloured discs are pasted as in Fig. 336. Flaps are cut each side as shown. Let the children tell how many circles there are—8. How many 1's are there—8. How many 2's—4. Use a pencil and place it vertically between each two if necessary. How many 4's? How many 8's? Fold down one flap, how many now? How many under the flap? How many outside the flap? How many altogether? What two numbers make 8? Fold down the opposite flap. Two flaps are now folded down. How many now? Continue in this way. Do this, folding down first the top flap, then the lower flap, question as before until all the flaps are folded down. This piece of apparatus can be used for numbers 6, 8 and 10.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of a sunny day or a rainbow.

(2) *Drawing to help Writing and Number* (Fig. 337)

(a) The setting sun. These drawings are useful for helping the child to control the pencil.

(b) Sunshades of different colours.

(c) A rainbow with lines of seven colours, beginning with a big arch or line of red. This is a valuable exercise for encouraging bold, free movements.

(3) *Paper Cutting*

The rising sun (Fig. 338). Hill, dark brown; sun, a disc of crimson. Paste sun on background first (grey paper) and then cover half with the hill, to suggest half-hidden sun. Draw rays.

The rising or the setting sun can also be painted with the brush. Let the children also try to paint rainbows. The best can be cut out and mounted on grey paper.

(4) *Paper Cutting or Tearing*

Fairy Sunshine. Sunshade. Sun-bonnet. Sunshine Dress. This looks effective on black paper. Cut out a big red sunshade (Fig. 339), paste this in place. Cut out a red sun-bonnet, a dress of yellow crinkled tissue paper, red arms and feet. Arrange as shown in Fig. 339. Little ones can be given a pattern of the sunshade and sun-bonnet to draw round if desired.

SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Dramatisation*

ACTING the stories.

(2) *Rhythmic Exercises*

(a) Revision. (b) "Draw a Bucket of Water," *Song Time* (Curwen).

Draw a bucket of water
For my lady's daughter:
One and a hush, two and a rush—
O pray, little lady, come under my bush.

When the children have learned the words and tune, they stand in pairs facing each other. They clasp hands with their toes almost touching. They sway backwards and forwards as they sing, keeping their feet flat on the ground.

Four children face each other in pairs to represent a well. They join their hands. At the beginning of the rhyme they hold their hands low down in the "well," then they raise their hands high as though drawing water, keeping them clasped. The lowering and raising of their hands each takes one bar.

(3) *Playground Game*

Follow My Leader. The leader must walk, and every movement made by the leader must be imitated by the one directly behind and by each child in succession. The leader sometimes raises his hands above his head, sometimes stretches them out to the sides, sometimes places hands on hips and walks sideways, sometimes places hands on hips, faces centre of playground and skips sideways lightly on the toes. A teacher should be the leader at first.

(4) *Songs*

(a) "Draw a Bucket," *Song Time* (Curwen).

(b) The song on page 409, "Sun and Rain."

SECTION VIII : *STORIES*

WHEN THE SUN RISES

(STORY FOR COLOURED PICTURE)

IT was night-time. Everywhere was dark. The little birds were all asleep in the trees and hedges, and the rabbits were down in their holes. Only the red fox was out, hunting, and the big owl hooted as it looked for mice in the fields.

"The night is very long," said a little sparrow to his brother.

"It will soon be over now," said his brother.

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"It is very cold," said a thrush, waking up and stretching his brown wings.

"When the sun rises it will be warm," said the blackbird.

A small rabbit put his head out of his burrow.

"I can see a grey light in the sky!" he called to his mother.

"Come here," said his mother. "The red fox is about. Wait till the sun rises and then you can go out in safety, for the fox will go to his hole then."

The grey light in the sky grew brighter. Then slowly, slowly it turned to pale gold—then to bright gold—the sun was coming!

"Chirrup-chirrup-chirrup!" twittered the sparrows, waking up one after another. "The sun is rising!"

The blackbird opened his orange beak and sang a song to welcome the sun. "The night was cold, so cold!" he sang. "But now the sky is gold!"

"Come and see, come and see, come and see!" sang the freckled thrush.

"Look, look!" cried the little rabbit, running out of his hole on the grass. "Here comes the big, round golden sun!"

All the birds looked. Many rabbits came from their holes and watched. Some butterflies sleeping on the flowers awoke, stretched their pretty wings and fluttered up into the air to see the golden sun come slipping up into the sky. What a big round ball it looked! How bright it was! How warm!

"The sky is red and gold!" called the starling from the tree-top. "The little clouds are red and gold too. I wish I had feathers of red and gold! How beautiful I should be!"

The rabbits scampered out into the early sunshine. They nibbled the grass. They were delighted to welcome the sun.

A lark awoke in the field. He felt the warmth of the rising sun on his brown feathers. He lifted up the crest on his head in delight. He had his nest in the field and his wife and babies were there. He was happy.

"Here is the beautiful sun again!" he sang to his wife. "I must fly up, up, up into the sky to get as near him as I can, and tell him all about our dear little family."

So up he flew into the sky, up and up until the rabbits could only see a little black speck. But they could hear his beautiful song. It came pouring down from the sky as the lark flew higher and higher.

"I love the sun, the sun, the sun," he sang. "It warms my little ones, it makes the world bright and lovely, I love the shining sun!"

"Pink, pink!" said the pretty little chaffinch, waking up in the hedge. "The clouds are pink, pink! The sun has risen again. It is day-time!"

The two robins flew to the hedgetop and sang their creamy song of joy. "Here is another lovely day. The sun went away last night and left the world dark and cold. Now he is back again and everything is beautiful! We love the sun!"

"So do we!" cried the happy rabbits, nibbling the grass. "The red fox has gone. The owl has gone. They do not like to hunt in the daytime. We are safe! Welcome, big round sun. Stay with us all day long! We love you!"

The sun smiled down. It rose higher and higher. The new day was really here. Far away in her bedroom a little girl awoke and went to her window.

"Oh!" she said. "It's a *beautiful* day! I think I must be the very first person awake in the whole world!"

But the birds and the rabbits were awake first, weren't they!

THE RIBBON IN THE SKY

(STORY FOR PICTURE-SENTENCE CARD No. 55)

ANNE was going out to tea with her little sister Jane and Zip her dog. It was such a treat. She was going to tea with Zoe, her little friend, and there were sure to be chocolate buns for tea.

But just as Anne was thinking of getting ready, a great black cloud blew over the sky, and it began to rain!

"I'm afraid you can't go out to tea, Anne dear," said Mother. "You will get too wet."

"Oh, Mother!" cried Anne, almost crying. "Oh, do please let us go!"

"Wait for a few minutes, then, and see if the rain stops," said Mother. So Anne waited patiently. Presently the rain came down very gently. It looked as if it were going to stop. Anne was pleased.

"Anne, look up at the sky!" said Mother suddenly. Anne looked and gave a shout of surprise.

"Oh, there's a beautiful big coloured ribbon in the sky!" she said. "Who does it belong to? Oh, isn't it beautiful!"

"It's a rainbow," said Mother. "It is made of raindrops, and the sun is shining on them to make them the lovely colours you see."

Soon Anne, Jane and Zip, their little dog, set off to go to tea with Zoe. The rain had nearly stopped. The sun was peeping between the clouds. The big coloured ribbon was still shining in the sky.

"Look Zip, look Jane, at the shining rainbow in the sky!" said Anne. "Aren't we lucky to see it all the time we are walking to Zoe's?"

"Wuff, wuff!" said Zip. He wished he could bite the rainbow.

"I would like to tie my hair up with that pretty sky-ribbon!" said little Jane. "Cut some for me, Anne!"

But Anne couldn't. Slowly the rainbow faded away. The rain stopped. The sun shone out brightly.

"Wuff, wuff, where has it gone?" said Zip.

But Anne couldn't tell him!

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THE LOVELY ZOO

(STORY FOR PICTURE-SENTENCE CARD No. 56)

"I'M going to play at zoos," said Joe.

"How can we do that?" said Dan. "We haven't any cages for animals."

"We can put the chairs like *this*," said Joe, "and put the animals underneath, looking out over the rungs. Look—I'll put Jumbo the elephant there—doesn't he look fine!"

"Oh, that's a good idea!" said Dan. "Jumbo looks grand. Where is our camel? He can go there too. Here he is."

Dan put the camel underneath another chair. His head poked out and he looked just as if he were in a big cage.

"I'll get Teddy Bear," said Joe. "He can be in our zoo too. If I can find Monkey he can go in as well."

"I wish we had a zebra," said Dan. "Zebras look fine in zoos."

"Your horse will do for a zebra," said Joe.

"Horses aren't in zoos," said Dan. "Only wild animals are in zoos. Horses are tame."

Joe got a piece of cardboard and printed three big letters on it—Z-O-O—zoo. Look at them in the picture. Who knows what they spell?

He looked at Dan. Dan had got his painting-box and he was painting stripes on his horse!

"What are you doing, Dan?" asked Joe in surprise.

"I am making a fine zebra for our zoo!" said Dan.

"How splendid!" cried Joe, and he watched Dan make his horse into a zebra. "You *are* clever, Dan!"

Look at their zoo. Don't you think it is lovely? Can you play the zoo game too? Try and see!

SUN AND RAIN

CECIL SHARMAN

Simply

Key F-: | :d .r | m .,m :s .m | m ,r . :m .d |

VOICE *p* Have you heard the rain-drops pat-ter, Lit-tle

PIANO *p*

||r :d .r | m .,m :s .m | s ,m . :l .,m | s :— |

one? Have you seen the rain - drops fall - ing, In the sun?

||— . :| .s | f .,f :r .m | f .m :f .s | l :s .f |

mf Have you seen a rain - bow shin - ing in the sky? Was it

mf

||m .,m :s .m | s ,l . :s .l | d' :— | . ||

p like a pret - ty rib - bon, Hung on high? *L.H.*

p *rit.* *pp*

Topic No. 29

The Squirrel

SECTION I: *THE TALK*

THE pretty red squirrel lives in the woods, and we sometimes see him when we go quietly between the trees. We may have seen the grey squirrel too, bounding over the ground or leaping from branch to branch of a tree. We are not likely to see the grey and the red together, for the red fears the grey, and leaves the woods when the grey squirrels go there.

Look at the squirrel's bright black eyes and lovely bushy tail, which helps to balance him as he frisks about the trees. Do you see how he sits up on his hind legs to have his meal? What is he eating? He is trying to gnaw a hole in a nut! He puts it to his mouth as if his front paws were hands!

Squirrels love to bite nuts with their strong sharp teeth. They like the seeds out of pine-cones too, and are very clever at taking these out. (If the teacher can get a supply of cones with the papery seeds inside, she should show the children how the squirrel takes them out, and should let them try to do the same themselves.) Sometimes they eat toadstools, and if they can find wild, ripe cherries they feast on those, for they love the juiciness of the round red fruit. They like the beech-mast too, that they find under the beech-trees. (The teacher should show samples of this also, if she can.) The squirrel takes the sharp, three-sided seeds from the prickly nut-case and feasts on them in delight.

The little squirrel lives almost all his time up in the trees. He takes flying leaps from bough to bough, runs up and down the trunks swiftly, and only sometimes comes to the ground for a nutty-tasting toadstool, or to find and hide hazel nuts and beech-mast. He is lovely to watch as he leaps about, running here and there, bounding up the trees and down again. He seems as light as a feather! If it is winter-time we shall see that he has pretty tufts of hair growing from his ears, but in the summer he does not wear these.

He makes himself a big nest up in the trees. He uses this as a resting-place as well as a nursery for his babies. He makes it of twigs, strips of bark, leaves and moss, and, if it is to be a nursery for his young ones,

TWO YEARS IN THE INFANT SCHOOL

he makes it quite rainproof—not a drop of rain can get in to harm his little ones. The nursery nest is like a huge ball, and has a side entrance for the squirrels to climb in and out. It is very cosy and warm inside, especially when there are two big squirrels and three or four little ones!

The squirrel plays about in the woods all the summer through. He finds plenty to eat. He gambols up and down the trees in the sunshine, and rests cosily at night in his nest. He is a happy little creature. He loves to sit upright on his hind legs, his front paws held up, and his big bushy tail raised behind him, watching us as we wander through the woods. He is not very shy, and will let us come quite near him. The grey squirrels will even feed from our hands and look into our pockets to see if we have nuts there for them. In London the grey squirrels are surprisingly tame and will sit happily beside us on the park seats to be fed.

What does the squirrel do in the winter-time? Who knows?

He sleeps the very cold days away, curled up cosily in his nest. He does not like the bitter frost. He likes the sunshine and warmth. But he does not sleep all through the winter, for the frosts do not last for months on end. Sometimes we have a warm spell, when the sun comes out, the frosts go away for a few days and it is lovely in the woods. Then the squirrel wakes up and pops his little red head out of his nest, looking round with his big black eyes.

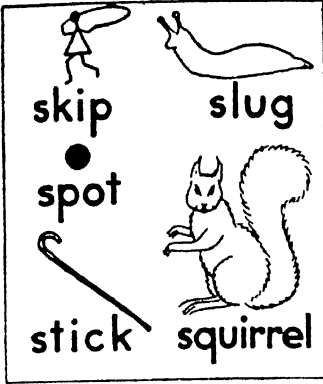
“I will go out for a scamper!” he says. And out he jumps and goes frisking about in the trees. Then he feels hungry. What is there for him to eat? Ah! The squirrel was very clever in the autumn—he collected many nuts and stored them away for himself, so that when a warm spell came in the winter-time he might find his hidden store and feast on the nuts!

So he goes to find his nuts. Where did he put them? He sits and thinks. Yes—he put some under the roots of the oak-tree over there. There was a little hole there! Off he goes to find them. Then he remembers that he put some more into a hole in a nearby tree. He finds those too. He feasts well and enjoys the December or January sunshine. Then, when the cold night comes, he races up the tree-trunk and curls himself up in his cosy nest, his big tail wrapped warmly round him. There he sleeps until the warm sun wakes him once again.

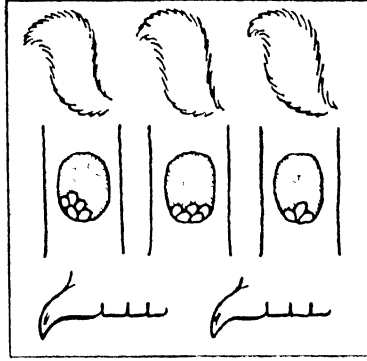
The mother looks after the baby squirrels well, and they all live together until they are quite big. You can see some of the little ones in the picture. Don't you think they are pretty?

SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

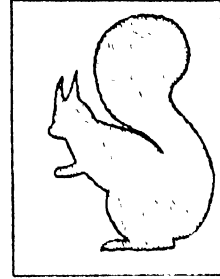
- (1) **L**ET the children tell anything they know about the squirrel.
- (2) With the help of The Talk and the coloured picture, the children can give a careful description of the squirrel: How big is it? Its colour. Its bright eyes, its ears, soft fur. Its tail. What use is its beautiful bushy tail?



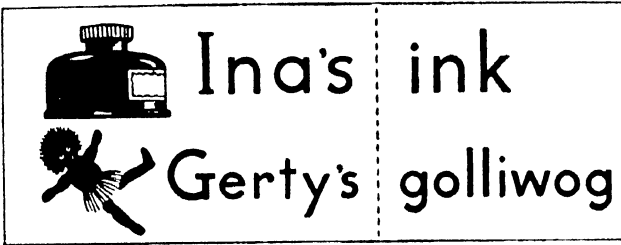
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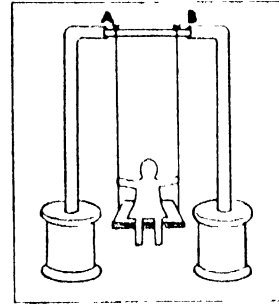
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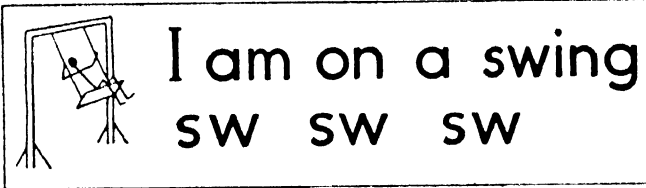
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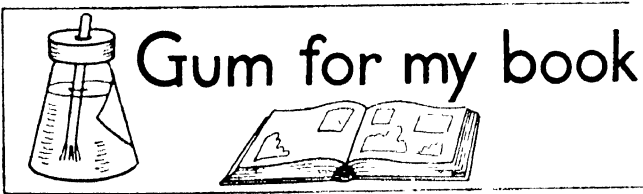
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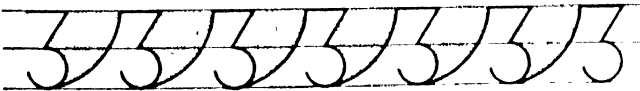
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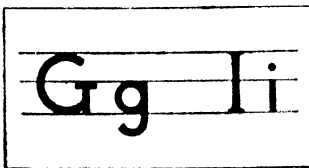
345

sk-	skip
sl-	slug
sm-	smack
sn-	sniff
sp-	spot
	spin
sq-	squirrel
st-	stick
sw-	swim
	swing

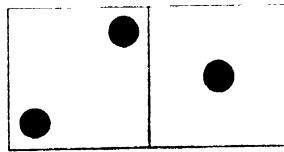
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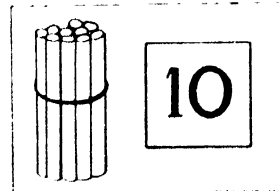
346



343



347



348

FIGS. 340-351.

TWO YEARS IN THE INFANT SCHOOL

(3) Its teeth: why are they so strong and sharp? What food does the squirrel like? What does the squirrel eat in the spring? In the autumn?

(4) Where do squirrels live? How do they pass the winter?

(5) Their nest—their home in winter.

(6) How does the mother look after the baby squirrel? Let the children tell again how the mother bird looks after her little ones.

(7) The children will like to talk about the coloured picture and give the squirrels names. Let them tell how the squirrel holds a nut.

(8) Let them name all the *furry* animals they know—rabbits, cats, etc. The word *squirrels* can be printed and hung under the picture.

(9) Teach these rhymes:

(1) THE LITTLE RED SQUIRREL

A little red squirrel lived up in a tree,
The merriest squirrel that ever could be!
He frisked and he frolicked and gambolled with glee.
With nuts for his dinner and nuts for his tea,
Never was squirrel so happy as he—
This little red squirrel that lived in a tree!

(Let the children pretend to be little red squirrels and imitate all they do.)

(2) THE SQUIRREL AND HIS NUTS

Rat-a-tat-tuts!
Who can crack nuts?
Squirrels, can you?
“That we can, true—
Rat-a-tat-tuts,
We can crack nuts!”

MARY MAPES DODGE.

(3) THE SQUIRREL

A dear little squirrel sat under a tree,
As the leaves were falling down;
Some were red, and some were gold,
And some were russet brown.
“If all these leaves were nuts,” said he,
“What a rich little squirrel I should be!”

SECTION III: READING PREPARATION

(1) Ear-training in Sounds or Phonics

(a) **T**HE sound of *s* combined with other consonants. Print these letters on the board, one below the other, as in Fig. 341: *k, l, m, n, p, q, t, w*. Let the children tell the sounds of these letters by saying words that begin with them. Now put a letter *s* in front of each one

in turn. Let the children sound the two letters, first separately and then running the two together to form the sound, *sk*, *sl*, *sm*, etc. Show the pictures (Fig. 340) and see if the children can read the words. Let the children suggest words beginning with *sm*, *sn*, *sw*—such as *smack*, *sniff*, *snuff*, *spin*, *swim*, *swing*, etc. The emphasis in these words should be on the initial sound, except in the case of easy words like *spot*, *skip*, which present no other difficulty and can be easily sounded by the children.

(b) Write the words on the board for the children to read, and print them on a card as in Fig. 341, so that they can be revised. This will be found a great help to early reading. Let the children use some of these words in sentences or act them.

(2) *Word Recognition*

Teach the word *squirrel*: pin up a picture of a squirrel or use the coloured picture, and put a card bearing the word *squirrel* under it. Emphasise the first part of the word—*sq*—they will recognise the word by these two letters. Let the children tell all that the squirrel can do. Write these sentences on the board for the children to read:

The squirrel can hop.
The squirrel can play.
The squirrel can skip.
The squirrel can jump.

(3) *The Sentence Method*

Let the children give sentences about the squirrel. Choose one or two for the blackboard. If no sentence seems suitable for reading, make up one bringing in any words it is specially desired to teach or revise, for example :

The squirrel sleeps through the cold days.

Let the children notice *sq* and *sl*. They have learned *through* as a sight word already, so this is a good opportunity to revise it. Let the children read the sentence and keep it on the board for a day or two.

Tell the children the story of how John, Jeff and May played at being squirrels. Let the children tell how they built a little home on the ground with the help of a branch of a tree and pretended they were up a tree. Was it a strong house? They built it of sticks, because squirrels use twigs. They scattered some moss and leaves over the sticks to make it more like a squirrel's nest. What did they collect to put in their nest? Show them picture-sentence card No. 57. The children will be interested in this picture, because it shows them just how John, Jeff and May tried to build a squirrel's nest. Let them talk about it. Why did the children build it on the ground? Is it really like a squirrel's house?

Let them talk about the children. What is Jeff saying? Read the children what it says underneath the picture:

"These sticks make a good house for squirrels."

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Let the children say the word *sticks*, carefully noticing the *st* sound and the *ck* at the end. Let them notice *m* and *k* in *make*. They will probably recognise the words *house for squirrels*.

Let the children act the story and illustrate it.

Tell the children the story of Jill and how she gave her dog Spot a swing. Show them picture-sentence card No. 58. It shows Spot and Jill having a swing. Does Spot enjoy it? The sentence tells what Jill is saying. Read the children the sentence at the side of the picture:

“How do you like to go up in a swing,
Up in the air so blue?”

Teach them this sentence in the usual way. It is part of the poem “The Swing,” by Robert Louis Stevenson.

Call the children’s attention to *swing* and the sound of *sw*. Most of the words in this sentence are not new except *air*. *Blue, do, to, you* they have learned as sight words.

Read them the whole poem later.

Revise with the children all the picture-sentence cards that contain *sk, sl, sm, sn, sp, sq, st, sw*:

- (4) My son John went to bed with his *stockings* on.
- (23) Little lambs are *skipping* round Baby Lenny.
- (24) Mary had a little lamb with fleece as white as *snow*.
- (26) The ink is *spilled*, said Silly Jim.
- (29) Up the *stairs* ran Bob with his buttered bun.
- (30) The umbrella *slipped* from Bunty and went up, up, into the *sky*.
- (33) *Stop*, Jo, *stop*, I cannot hop as fast as you.
- (34) My *snail* likes apples better than oranges.
- (41) You are a queer little duckling to *stand* on your head.
- (46) Do not cry, Jill, you cannot fly up into the blue *sky* without wings.
- (48) Charlie, have a *slice* of rich plum cake.

Also, the sentence for the coloured picture in Topic 1: At the door *stands* Daddy.

Give the children the sentence strips on Sheet 6 (page 410B) to read or to match and read. Give them also loose words to form into sentences.

A few children may now be able to try to read a simple primer. Prepare special sentences to teach the children any new words in the primer that they have not met before. The use of the primer belongs to the second year and will be dealt with more in detail then. The Sentence Method must, of course, continue throughout both years. Many children need much help before they can use a reading book to advantage. Only when a child is able to point correctly to the words as he reads a sentence, and when he recognises a *number of words* as words, is he ready for the 2nd Year’s Work—a Reading Book.

(4) Letter Recognition

Let the children look at their picture-sentence cards and find words beginning with *sk, sl, sm, sn, sp, sq, st, sw*.

Continue to teach the capitals, especially to the weaker children.

Draw two pin-figures on the board and call them *Ina* and *Gerty*. Print their names on the board. The children are already familiar with capital *I* as the word *I*. Ask them what they will give *Ina* beginning with *i*. A bottle of *ink*. What will they give *Gerty*? A *golliwog*. Print the words beside the proper names as in Fig. 342. Let the children notice the difference between capital *I* and small *i*. Capital *G* is not very much like little *g*, although it is almost a circle and it has the beginning of a little tail. Let the children notice the little shelf. Many children find difficulty with capital *G*. Hang a card up like that in Fig. 342 for children to read from time to time.

Revise all capital letters already taught, giving special help to the weaker children. Let the children look for capital *G*'s and *I*'s on their picture-sentence cards and sentence strips.

SECTION IV : WRITING

(1) **S**HOW them how to make capital *I* and capital *G*. Capital *G* needs a good deal of practice. It is best made without lifting the pencil. Let the children draw the capital letters and the small letters side by side, as in Fig. 343.

(2) Give them writing card (Fig. 344). Let them notice the capital *I* and the *sw* in *swing*.

(3) Words to write and draw from a copy and from memory: *skip*, *stick*, *spot*, *slug*.

(4) Let the children practise writing their own names.

(5) Give them writing card (Fig. 345).

(6) The children continue to practise writing their own names and addresses.

(7) The practice of special words and letters.

(8) Sentences written on the board by the teacher.

(9) Let them practise making the numbers 2, 3, 4, 5.

Writing Patterns (Fig. 346)

Although children should be encouraged to invent their own patterns, those who are developing control become more and more interested in any fresh possibilities suggested by the teacher. Fig. 346 shows a row of joined 3's. If the child makes three creases the pattern looks more uniform. The child can count one, two, three as he makes the 3's. One for the horizontal stroke, two for the sloping down stroke, and three for the curve—pause for the joining line, then one, two, three again.

SECTION V : NUMBER

(1) **C**ONTINUE counting and the recognition of figures from 1 to 30 for all who need it, as already described.

(2) Counting backwards from 9, using Tillich's bricks.
(See Topic 27.)

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(3) The use of cards, already described in Topics 26 and 27, on which are written unit addition sums. Show the children how to use their dominoes to make little additions : for example, they learn to write the domino shown in Fig. 347 as $2 + 1 = 3$. This is a great step forward, because the child has to know and write three figures.

(4) Bead Chains.—50 beads threaded in 10's for counting purposes. Each group of 10 is separated by a card and different in colour. The children themselves will enjoy preparing this apparatus. Two children can thread 10 beads alternately. One counts out the beads while the other threads.

(5) Further teaching of the number 10.—Put a number of loose sticks on the table. Let the children come and take out 10, fastening the bundles with elastic bands. Each child finds and puts a card bearing the number 10 beside his bundle (Fig. 348).

(6) Continue the bead-threading occupation described in Topic 19.

(7) Some of the weaker children may still need to use some of the apparatus described in earlier topics.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of (a) Squirrels at play; (b) A wood; (c) A child swinging.

(2) *Drawing to help Writing and Number* (Fig. 349).

(a) The squirrel's long bushy tail. This drawing helps children to understand the word *bushy*.

(b) Holes in the trees where nuts are stored. How many nuts in each hole? How many nuts altogether?

(c) The squirrel's teeth. Let the children draw some of the squirrel's teeth—one of his sharp teeth for breaking open the nuts and some of his teeth for grinding the nuts.

(3) *Paper Cutting*

A squirrel. Only the best cutters should try this. Let the children begin with the tail, cut round this, then the back, head, etc., finishing with the hind feet. (Fig. 350.)

(4) *Modelling in Clay or Plasticine*

A squirrel.

(5) *Toy Making*

A swing. Give each child two pieces of paper the same size. The child rolls up each piece to make a post, and pastes it to keep it from unrolling. Each post is bent at the top as in Fig. 351, and fastened in a reel or lump of Plasticine. A strip of paper is folded flat two or three

times to make a plank. To this plank a swing is attached, and the ends of the plank are pushed into the turned-down tops of the posts at *A* and *B* (Fig. 351). The children can cut out paper dolls to swing on their toy swing.

SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Rhythmic Exercises*

NURSERY Rhyme, "Margery Daw," Music in *Song Time* (Curwen).
(a) The children stand in two lines facing each other. With their hands on their hips they sway to left and right in time to the music.

(b) A variation of this is for the children to place their hands on the shoulders of the children next to them, so that the two lines sway together. This time they sing the words.

(c) The children sit on the floor and take hold of their partner's hands who sit opposite to them. They sway backwards and forwards as they sing. They can also sway from side to side.

(2) *Classroom Game*

Squirrel and Nut.—All the children, but one, sit at their tables with heads bowed on their arm as though sleeping, but each with a hand outstretched. The odd player, who is the squirrel, and carries a nut, runs on tiptoe up and down through the aisles, and at his or her discretion drops the nut into one of the waiting hands. The player who gets the nut at once jumps up from his seat and chases the squirrel who is safe only when he reaches his nest (seat). Should the squirrel be caught before he reaches his nest, he must be squirrel the second time. Otherwise the player who received the nut becomes the next squirrel.

It is scarcely necessary to say that the other players wake up to watch the chase.

(3) *Playground or Gymnasium Game*

Squirrels in Trees.—The children stand in groups of three, with hands on each other's shoulders, forming hollow trees. In each tree is a player representing a squirrel, and there is also one odd squirrel without a tree. The teacher claps her hands, when all of the children must run for other trees, and the odd squirrel tries to secure a tree, the one who is left out being the odd squirrel next time.

(4) *Songs*

(a) "Margery Daw," Music *Song Time* (Curwen).

(b) Song on pages 424-425, "The Swing."

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SECTION VIII : STORIES

THE NAUGHTY LITTLE SQUIRREL

(STORY FOR COLOURED PICTURE)

ONCE upon a time there were two red squirrels. They were pretty creatures, with soft fur, big bushy tails, and lovely bright eyes. They lived together in the trees and had a big nest made of twigs, bark, moss and leaves. They had built it very strongly, and it was cosy and warm inside.

In the nest were four baby squirrels. They were just like their mother and father, but were not so big. They had not been much out of the nest, but each day the mother squirrel took them for a little scamper up the trees and down and then led them safely back to their nest.

One little squirrel was most adventurous. He wanted to go farther than his mother wished to take him.

"No, Bushy," she said to him. "You must not go any farther. You might meet a red fox on the ground—or a big kestrel bird might see you and pounce on you. Keep with me."

Frisky, Bobs and Tufty, the other little squirrels, were good and obedient. They did exactly as they were told. But Bushy really *was* naughty!

"If Mother won't let me go where I want to, I shall wait until we are left alone in the nest and then I shall jump out and go adventuring by myself!" he told the others.

"Don't be naughty, Bushy!" said Tufty.

"I shall be as naughty as I like!" said Bushy. Wasn't he a rascal?

Now the very next day the mother and father squirrel went to talk to some other squirrels in the trees at the other side of the wood. They leapt from bough to bough, as light as feathers, and were out of sight in a moment. Bushy poked his little red head out of the nest.

"I'm off for an adventure!" he told his brothers and sisters—and off he went! Down the tree he scampered and hunted about on the ground for a special toadstool his mother had told him about. He couldn't find one, so he scampered between the trees to see if he could find anything else nice to eat.

Suddenly he saw a big red creature watching him from under a bush. There was a large hole there, and the red animal had come silently out of this hole.

The little squirrel looked at the big animal. It was a fox but he did not know it. He thought that the fox must be some sort of strange squirrel. So he spoke to him boldly.

"Good morning!"

"Good morning!" said the fox, his eyes gleaming as he watched the fat little squirrel bounding about. "Would you like to pay a visit to my home?"

"Where do you live?" asked the squirrel.

"I live under the ground," said the fox.

"What a strange place to live!" said the little squirrel in surprise. "My home is up in the trees!"

"My home is very cosy," said the fox. "Do come to dinner with me, squirrel. You look hungry."

"I *am* hungry!" said Bushy, feeling rather excited to think that such a big creature should be so nice and polite to him. "I will come with you."

"You go first!" said the fox, and he waved his paw to his hole. Bushy scampered over to pop down it—but suddenly he heard a little barking noise overhead, from the trees. He looked up. It was his mother, peeping down in fright.

"Bushy! Bushy! That's a fox! He will eat you for his dinner! Run quickly!"

The fox gave a snarl of anger and ran at Bushy. But the frightened little squirrel whisked round and scampered off. The fox raced after him. "Run up the tree-trunk as I have taught you to!" called his mother. Bushy scampered up—but the fox snapped at his tail and took two or three hairs out of the tip! What a narrow escape for poor Bushy!

His mother took him back to the nest.

"You see what happens to naughty, disobedient squirrels," she scolded. "If I had not come by just then you would have gone down the fox's hole and been eaten. You may think you are a clever, adventurous squirrel, but you are not. You are very stupid. Wait till you know more of the world before you run off alone like that!"

Poor Bushy! He settled down at the bottom of the nest and didn't say a word. He was frightened and ashamed. His tail felt sore. He had very nearly lost it!

"I won't go out by myself until my mother says I may!" he thought. And after that he was just as good and obedient as the others. He *did* have a narrow escape, didn't he?

THE SQUIRREL GAME

(STORY FOR PICTURE-SENTENCE CARD NO. 57)

"LET'S be squirrels!" cried John.

"How can we?" said Jeff.

"We'll build a squirrel's nest," said John. "I know how to. Come on, Jeff and May. Collect big sticks or twigs and I'll show you what to do!"

So they all collected some sticks. Then John took them to where a branch of a tree came low down, almost to the ground. He showed the others how to put their sticks against the branch so that they made a good nest. You can see how they did it if you look at the picture.

"These sticks make a good house for squirrels," said John. "Now we must find some leaves and moss to put in between them. Squirrels

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always tuck leaves and moss into their nests to keep them warm and to keep the rain out."

So they found leaves and moss and threw them over the sticks, and tucked them here and there. Then they crept into their "nest"!

It was big enough for all three. "Squirrels really build their nests *up* in the tree," said John, "not down on the ground like this. But never mind—this is fun. Do you feel like a squirrel, May?"

"Yes," said May. "But I'm hungry. What do squirrels eat, John?"

"They eat nuts and the seeds of pine-cones," said John. "You be the father squirrel, Jeff, and go and get food for us. We are two baby squirrels."

So Jeff went out of the nest and looked about for some pine-cones. He found some, but he could not find any nuts because it was not the right time of year. Then all the three squirrels pretended to eat the seeds out of the brown pine-cones. It was such fun!

"Time for dinner, children, time for dinner!" called Mother.

"We are having our dinner!" called back May. "We are squirrels, Mother, and we are eating pine-cone seeds as fast as we can!"

"Dear, dear!" said Mother. "Well, I'm afraid squirrels won't like treacle pudding for dinner, so I'll put it away in the larder!"

"Oh! Oh! Treacle pudding! Mother, we're not squirrels, we're children!" shouted John, and they all scrambled out of the nest they had made and ran indoors.

"You can be squirrels again this afternoon," said Mother, as she gave them slices of pudding. "But just let me see you behave like *children* now!"

Do you suppose they did? Well—there wasn't much left on anybody's plate!

SPOT'S TREAT

(STORY FOR PICTURE-SENTENCE CARD No. 58)

JILL was so pleased because Daddy had made her a lovely swing in the garden. It was such a nice strong one—even strong enough for Daddy.

"Oh, thank you, Daddy!" said Jill, and she gave him a hug. "I *shall* be happy swinging there all day long!"

Jill loved swinging up and down, up and down. It was lovely. She told her teacher at school about her swing, and the teacher said she would teach all the children a song about a swing. It began: "How do you like to go up in a swing, up in the air so blue?"

Jill liked the song very much. She soon learnt it. "It will do to sing to myself when I am swinging," she said, as she ran home. "It is such a nice, swingy sort of song."

So she sang to herself as she swung. Spot, her little dog, heard her, and came running up. Jill saw him and stopped the swing with her feet.

"Spot, you shall have a lovely, lovely treat!" she said, picking him up. "You shall sit by me on my nice new swing and hear me singing my swing song as I go up and down. That will be such a glorious treat for you!"

So Spot had to sit beside Jill. She began to swing again, to and fro, up and down, and as she swung, she sang to Spot.

"How do you like to go up in a swing, up in the air so blue?"

"Wuff-wuff-wuff, not at all!" barked Spot. He thought it was dreadful to see the ground moving beneath him as he swung up and down. He was afraid of falling off. He didn't like it one bit. He began to whine loudly.

"Jill, Jill! Let Spot get down!" called Mother. "He is very unhappy on the swing. You will make him ill!"

"Oh, Mother! I thought it would be *such* a treat for him!" said Jill. She stopped the swing and Spot jumped down. He did feel giddy. He had to sit down and shut his eyes.

"It wasn't a treat," he barked. "It was a horrid, horrid feeling! Don't give me treats like that, wuff-wuff!"

So he didn't have any more swings—but *I* should like one, wouldn't you?

THE SWING

R L STEVENSON

CECIL SHARMAN

With an easy swinging motion

Key Ab \parallel d :- .l. :s. ll. :-d :r }

VOICE

1 How do you like to go
2 Up in the air— and

PIANO

p

\parallel m :-r :d ll. :-:- | s. :- l. :d lr :- :m | s :-:- :-:- }

up in a swing, Up in the air so blue?—
o ver the wall, Till I can see so wide,—

\parallel f :- .m :r lr .m :f | s :- .f :m ll :-:- }

cresc.

Oh I do think it the pleas - ant - est thing,
Riv - ers and trees,— and cat - tle and all,

cresc.

The Swing (cont.)

1. : - . t. : d l s : - : m l d : - : - l : - : : l : : : ||

p

Ev - er a child can do! ———
O - ver the coun - try - side.

p

3. Till I look down on the gar - den green, Down on the roof so

mf

brown, ——— Up in the air I go fly - ing a - gain,

cresc.

cresc.

Up in the air and down!

p

Topic No. 30

Cocoa

SECTION I : THE TALK

(NOTE.—*The correct name for the cocoa-tree is cacao, but as reference to this would only muddle the children, the usual name of "cocoa" is used throughout.*)

WHO has tasted a cup of cocoa? Most of us have. We like it very much. It is a pretty brown colour, and has a delicious taste. Mother sometimes makes it for us, with milk, hot water and sugar. We are always pleased when we see a jug of hot, steaming cocoa on the table.

Where does Mother buy the cocoa? She gets it from the grocer in a tin. We have seen her open the tin and shake out the brown cocoa powder.

But where does the grocer get the cocoa? Like the sugar cane, the cocoa has a story of its own, for it comes from far away. Here is its story.

In hot lands, many, many miles away over the sea, grow the cocoa-trees. They are planted in rows, just as we often plant out apple-trees in rows in an orchard. Sometimes, to shelter the soil in which they grow, other trees are planted to give shade, and these great shade-trees spread out their branches over the young cocoa-trees.

The cocoa-trees do not grow very big—as tall as our own apple-trees. Look at them in the picture. What are those queer things you see hanging from the trunks of the trees and from the branches?

They are cocoa pods. You may not think they look like pods, for we are only used to small ones, such as we get from the pea-plants or the beans, but they *are* pods. Do you see how they grow straight out of the tree-trunk and branches?

Inside the pods are cocoa beans. It is from these beans that we get our cocoa powder for making cups of cocoa.

When the pods are ripe the negroes cut them from the trees. In the picture you can see the men doing this. They have long poles, and on the end of each pole is a knife. With this they cut off the pods. The women and girls come behind them and pick up the big pods. They

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put them into baskets and carry them away on their heads to throw down on the big pile you can see.

They are very clever at balancing their baskets on their heads. Do you think you could do the same? Perhaps your basket would fall off and all your pods would tumble on the ground!

What happens to the cocoa pods next? The cocoa beans must be taken out. So men go to the pile of pods, cut them open and scoop out all the beans. Now they must be dried. So they are spread over the ground, or, in some places, on rough tables, to dry in the sun. What a number of cocoa beans there are, drying! What a delicious smell, too!

Thousands of the brown beans are dried at a time. For three days they are turned over and over by the negroes so that they may dry properly. If they are not evenly dried they will not make good cocoa.


When the dried beans are ready they go to the factory, and there they are cleaned, and well roasted. So many things are done to the beans at the factory that there is not room to tell you them all—but at the end of it comes the fine cocoa powder, which is carefully packed in the tins we know so well. Then they are sent away to other lands in big ships—to our own land, perhaps—and our grocer buys them for his shop and sells them to us. We drink our cups of cocoa and say “How lovely!”

Now you will know the story of the cup of cocoa you drink at breakfast or at night. You will be able to think of the cocoa-trees growing in the hot lands where winter never comes, with the big cocoa pods hanging down from the tree-trunks and branches. You will remember the black men cutting down the pods, and the women picking them up, and carrying them to the cocoa-pod pile in baskets on their heads. You will think of the men slicing open the pods and scooping out all the beans inside. Then you will think of the black women and children spreading out the beans to dry in the sun, turning them over and over so that they may dry properly. Then off to the factory they go to be cleaned and roasted, and made into the powder that goes into the tins we buy! What a long story!


We get something else from the cocoa pods too—something we like very much indeed—and that is chocolate! What a useful tree the cocoa-tree is!

SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

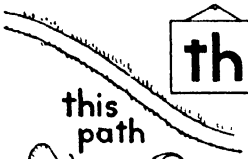
- (1) **A**SK the children what they sometimes have for breakfast or supper besides milk. What is cocoa like?
- (2) How does mother make a cup of cocoa? Let the children tell carefully all that is needed: hot water, sugar and milk.
- (3) What shop sells cocoa? The grocer's.
- (4) Where does the grocer get the cocoa?
- (5) Let the children tell about the hot, sunny land far away to the south where winter never comes, and how the cocoa-tree grows.




the cloth




this thimble




this path



moth



that thumb

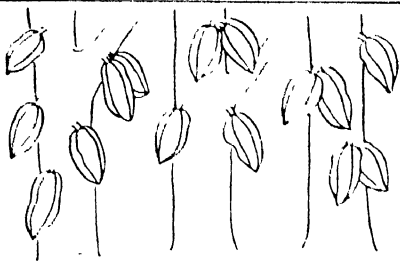


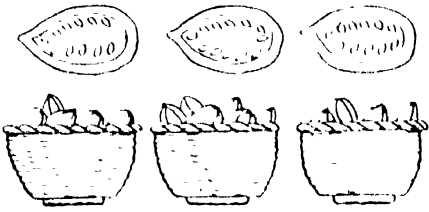
352



a cup
of
cocoa

353





354

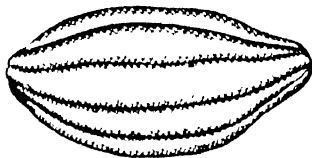


Queenie's quilt

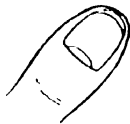


Vera's vase

356



363



This is my thumb


357



th

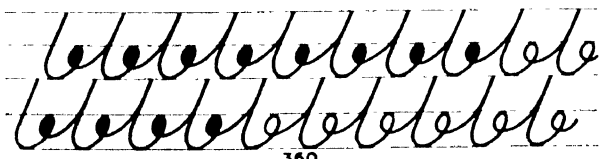
thimble

355

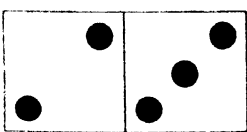


This is my jug of
cocoa

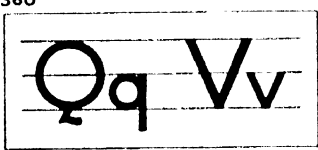
358



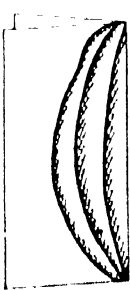
360



361



359



364

th
that
the
then
they
these
this
thimble
things
thumbs

354

TWO YEARS IN THE INFANT SCHOOL

(6) Ask the children what a pod is. Let them talk about pods they know: peas and beans. Then let them tell about the cocoa pod—a large pod. How many beans are there inside?

(7) Let them say how the cocoa pods are picked, and cut open; what happens to the beans? They are dried, etc.

(8) How does the cocoa come to England?

(9) The beans from the cocoa-tree not only give us cocoa but chocolate.

(10) The main fact the little ones should remember is that cocoa comes from a cocoa-tree that grows in the hot lands.

(11) Let the children look at the coloured picture and talk about the cocoa-trees. Let them come out and point to the pods growing on the trunks. Black people are cutting off the pods. Remind them of the sugar-canes. Where do they grow? Who cuts them? Show this picture again. The sugar canes and cocoa-trees like hot lands.

(12) Teach these rhymes:

(1) COCOA FOR ME

At half-past four, when I'm in from play,
There's a jug of hot cocoa, hip hurray!
I wash my hands, and I brush my hair,
Then run to the table and sit in my chair.

There is bread and honey, and sponge-cake too,
And lots of hot cocoa for me and for you!
Oh, what a fine meal! I really don't think
There's anything nicer than cocoa to drink!

ENID BLYTON.

(2) THE COCOA JUG AND TEA POT

The cocoa jug and tea pot
Had a noisy fight one day
Though they should have been so happy
On a bright and pretty tray.

This tray got up, began to dance,
Turned round and round, and round,
When suddenly she tilted all
The tea things on the ground.

And there they lay until the maid
Came in to sweep the room;
Then all the naughty quarrelling things
Were swept up by the broom.

Read this rhyme two or three times and let the children listen for the sound of *th*. Let them practise these words: *the, though, they, this, things, these, then*.

SECTION III : READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

THE sound of *th*. Let the children tell the sounds of *t* and *h*. Remind them that when *h* was placed after *s*, the two letters *sh* made a different sound. It is just the same when *h* comes after letter *t*, for again it alters the sound.

Show the children how to make the sound of *th* by placing the tip of the tongue under the top teeth. Let them say *the cloth, this, that, this path, think*. See if the children can give other words with this sound—*mother, father, both, with, then, three, thin*. Most of these words can be got from the children by suggestions. Let them practise these words and use them in sentences.

This sound often gives much trouble to little children. They sometimes confuse it with the sounds of the letters *v* and *f*. In order to get the sound of *th* correctly, encourage the child to notice the exact position of the tongue. Mispronunciation often occurs because the upper teeth are kept on the lower lip, whereas the tongue ought to project slightly and be held lightly between the teeth. Let some of the children look in a little mirror and see their tongue as they say—*the, this, thimble*, etc.

The stories and rhymes contain words for the children to practise. Show them picture card for *th*. (Fig. 352.) Let them read the words. Keep the card up for a week, and show it from time to time when revision is necessary.

(2) *Word Recognition*

Teach the word *for*. Write it on the board and read it to the children. Let all the children say it. Tell them you are going to write on the board what they like *for* breakfast, dinner, tea and supper. Children enjoy this exercise. When a suitable dish has been chosen for breakfast, print on the board:

Eggs *for* breakfast, or Milk *for* breakfast.

Let the children read each sentence, sometimes together and sometimes alone, for example:

Pie *for* dinner.

Cake *for* tea.

Cocoa *for* supper, etc.

Write on the board a list of things that are good for children. The children help to make the list:

Milk is good *for* me.

Cocoa is good *for* Dick.

Play is good *for* us.

Leave some words on the board for a day or two.

TWO YEARS IN THE INFANT SCHOOL

Teach the word *cocoa*. Hang up a card as shown in Fig. 353 or draw the picture on the board. Let the children run and read it each day. *Cocoa* is not a difficult word as the children already know the long sound of *o* in *Jo, so, no, go*.

(3) *The Sentence Method*

Let the children give sentences about cocoa, for example:

Cocoa comes from a hot land far away.

I like cocoa for supper, etc.

Leave one sentence on the board for the week.

Tell them the story of Thelma, and how her dog Beth dragged the cloth off the table and spilled the cups of cocoa. Let them retell parts of the story. Get them to repeat the sentences containing *th* very carefully. Show them picture-sentence card No. 59. Let them talk about it. Beth is tugging at the table cloth. The cocoa is spilled. Poor little Ruth has fallen off her chair. Thelma looks very surprised. Read them the sentence under the picture :

"Beth tugged at the table cloth and over went the cups of cocoa."

Let the children say this sentence carefully together—the difficult words for some little ones to say will be *Beth* and *cloth*.

Let each child come out and read it to the teacher while the rest are illustrating it. Children who have difficulty in pronouncing *th* can have special help.

Tell the story of the quarrel between the cocoa jug and tea pot. They will enjoy this story. Let them retell part and act part. Then show them picture-sentence card No. 60. They will like to talk about it. One child can have the picture-sentence card and tell all he sees to the class or group and then another child can come out and do the same, trying to name more things. Encourage clear speaking. Ask "How many things can you see in the pictures?" The child must reply "I see three things," or the number he wants to name. If he says three things he must be asked to name the three things.

Read them the sentence underneath. A few children may be able to read it for themselves :

"The tea things watch the cocoa jug and tea pot have a quarrel."

The children must say this sentence very carefully. *Watch* is a difficult word and can be taken as a sight word with the next topic. The children will remember it here from the context. Most children, when asked, will be able to come out and point to the words *tea, jug, pot, have*. These words, *cocoa, things*, and *quarrel*, may be new to the greater number of children.

Let the children say or listen again to the rhyme : "The Cocoa Jug and Tea Pot."

They will enjoy illustrating the sentence and the rhyme. While they do this, individual children can come up and read the sentence or a sentence of their own choice.

Revise with them picture-sentence cards containing the *th* sound.

No. 11.—*Father* gave Freddy a nice new cap.

No. 31.—Sit still, Don, we are going to buy some violets for *Mother*.

No. 36.—*The* clock in *the* kitchen struck one as Katie laid *the* cloth for dinner.

Revise also Nos. 29, 34, 37, 39, 44, 46, 50, 51, or as many of these as possible.

Give to those that are ready for them sentence strips to match with pictures and loose words as before. It is important to keep in mind that the more sentences a child understands and learns the better he can read later, but words learned mechanically without meaning are of little value.

(4) *Letter Recognition*

Print *th* on the board and let the children sound it. Print words beginning with *th* on the board and see how many they can read (Fig. 354). Some teachers find it helpful to print a list on a card as in Fig. 354, so that it can be hung up from time to time for practising the *th* sound. Cards like this become very useful when the time is approaching for the use of a primer and when a child is using a primer. They will be dealt with more thoroughly in the second year's work. It is best to let the children help to make these cards. Tell the children you are going to print on the card words that begin with *th*. Then let the children themselves collect words from the sentence cards beginning with these letters.

Most schools possess a stamping alphabet (Alphabetical Rubber Stamp Outfits can be bought from Philip Tacey), and this can be used for adding words to the card. In some cases the children themselves can stamp the letters. The great value of these cards lies in the fact that they are made by the co-operation of the teacher and the children. Add *th* to the Alphabet Frieze. (See Fig. 355.) As *th*, *sh*, *ch* each represent only one sound they should be treated as part of the alphabet. Show the children again the cards for *sh* and *ch* and let them revise the words beginning with these letters. (See Fig. 213, Topic 19 and Fig. 280, Topic 24.)

Continue to teach the capitals. Show the children some capitals and see if they recognise them, especially capital *G*. Teach two new capitals, *Q* and *V*. Draw two pin children on the board and call them *Queenie* and *Vera*. Write their names on the board. Capital *Q* has a big round, twice as big as little *q*. Draw a little *q* on the board. Instead of having a tail at the side like small *q*, capital *Q* has a tail in the middle. Capital *V* is like small *v*, but twice as big. Ask what *Queenie* shall be given—a *quilt* or a *quill*? What shall *Vera* be given? A *vase*, a *van* or a tin of *Vim*. Write the names of the pin children and their gifts on the board and on a card as in Fig. 356.

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SECTION IV : WRITING

(1) **L**ET the children draw their thumb and copy the sentence (Fig. 357) from the blackboard as the teacher writes it or from a card.

(2) Give them also the writing card (Fig. 358), for writing and drawing.

(3) Continue to let the children practise making capital letters, especially capital *G*. Show them how to make the new capital *Q* and draw it several times on the board for them. *Q* is made without lifting the pencil except for the tail, which is an added stroke. Let them come out and draw *Q*'s on the board. Capital *V* is easy. It is made with one continuous zigzag movement. Let the children practise capital *Q*'s and little *q*'s side by side as in Fig. 359.

(4) Give the children easy words to write and draw from a copy and from memory—*jug, tea pot, cup, vase, path, bath*.

(5) Remind them that a command begins with a capital letter. Let them write some commands. *Come! Quick! Run!*

(6) Weaker children may need to practise some special letters and words. Revise some of the writing cards. Let the better children write any sentence they like from the sentence cards.

(7) Give the children some figures to practise—5, 6 and 7.

Writing Patterns (Fig. 360)

Encourage the children to revise some old patterns that they know and to do thoughtful work. Suggest that the children try to make a pattern with the figure 6. Show them if necessary Fig. 360. It is an easy pattern, a row of joined sixes. This pattern helps certain children to make the curl of the six on the right side.

SECTION V : NUMBER

(1) **C**OUNTING and the recognition of figures from 1 to 30. Let the class count from 1–30, using boxes of counters and loose figures as already described. Give them oral and written exercises on this counting. Hear them count individually to correct slovenly speaking. Some numbers must be carefully said, for example—11, 13, 14, 20, etc.

(2) Counting backwards from 10 with and without apparatus: Have the stair in front of the class or group and ask questions about it. Ask a child to show the stair next to 10. What is it? Write the figure on the board that tells how many bricks in that stair. Tell a child to find the stair that is half-way up. What is that stair? How many bricks in it? Write figure 5 on the board. Tell a child to find a stair that is 1 less than the 8 stair, or 1 more than the 5 stair. Take several lessons of this kind especially with the weaker children.

Accustom the children to such terms as *bigger, biggest, smaller, smallest, one less, one more*, etc.

(3) The numbers 1-10. Make sure that the weaker children are thoroughly familiar with the apparatus for teaching the numbers to 10. If they use Tillich's bricks, they should be able to recognise any one of them at sight. If they cannot recognise one at sight, teach them to measure it with the 10 brick rather than count each brick.

(4) Addition. The use of the simple addition cards described in Topics 26 and 27. Let the better children make addition sums from their dominoes (Fig. 361), $2 + 3 = 5$.

(5) Bead Chains. Let the children use the bead chain described in Topic 29 for counting. How many 10's make 20? Let the children who are ready use these bead chains to learn to count to 50.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of cocoa-trees and black people picking the cocoa pods, or a supper table with jug of cocoa, cups, etc.

(2) *Drawing to help Writing and Number* (Fig. 362).

(a) Part of a cocoa-tree with pods growing on it. How many pods on each trunk?

(b) Some cocoa pods cut open. How many beans inside each? (Fig. 362).

(c) Baskets full of cocoa pods.

(d) Let the children draw enough cups of cocoa for a certain number of people. They can also draw a jug of cocoa.

(e) Let them draw some tins of cocoa.

(3) *Modelling in Clay or Plasticine*

(a) A jug of cocoa, cups and saucers.

(b) A cocoa pod. The cocoa pods are about six inches long.

Let the children model a cocoa pod as shown in Fig. 363. They make an oval with one end rather pointed. The ridges are made with a stick or modelling tool. It is a good plan to give the children strips of paper 6 inches long, so that they can measure to see if their pod is large enough. Some children may like to model a pod cut open, and model 20 beans to put in each half. Remind the children that the beans must be closely packed and very much the same size. This is good practice in measurement or judging size.

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(4) *Paper Cutting*

A pod. This is cut from coloured paper as shown in Fig. 364. Let the children colour it reddish brown or orange. The colours of the pods are brilliant and various so each child can choose his own colour—red, reddish brown, orange, orange-brown, yellow-brown, etc. Let them draw dark lines on their pods as shown in Fig. 364. The teacher can draw a large tree trunk on brown paper; the best pods can be pasted to this. The coloured picture will help in arranging the pods.

SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Dramatisation*

PLAYING a shopping game. A visit to the grocer.

(2) *Rhythmic Exercises*

Revision. Let the children pretend to be black girls carrying baskets of cocoa pods on their heads. The children can balance the lid of a cardboard box or a light book on their heads. They walk to a march. If a child's book falls he sits down.

(3) *Playground Games*

Let the children pretend to be "bouncing balls." If they think they are balls they bound more lightly from the ground. Let them jump like "little balls," that is, small jumps upward in "knees bend" position. "Big balls" are very high skip-jumps.

(4) *Songs*

See pages 440-441, "My Cocoa."

SECTION VIII : *STORIES*

KALI AND THE COCOA-TREE

(STORY FOR COLOURED PICTURE)

KALI was a happy little black girl with tight curly hair and teeth as white as snow. Her father and mother worked among the cocoa-trees, and Kali used to beg to be allowed to help. It was such fun to go and run about under the shady cocoa-trees and see the big cocoa pods hanging down.

Kali's father had one day given the little girl a cocoa-tree seedling—such a tiny little shoot with a root.

"Here is a small cocoa-tree for yourself, Kali," her father said. "You shall plant it where you like, and when it grows tall and bears pods, I will pick them for you and you shall have the beans inside for yourself. You can sell them, then, and buy a new ribbon for your hair."

So Kali had planted her little tree among all the other cocoa-trees, and in a few years it had grown much taller than Kali herself. This year it had flowered for the first time. Kali was excited.

"Now my little tree will have pods!" she told her mother. "My father will pick them for me. I shall be rich!"

Kali often went to look at the small pink flowers that grew from the trunk and branches of her little tree. She knew that when they faded, pods would grow—just as in our country, pea pods grow when the pea-flowers have faded.

Sure enough, big pods began to grow. They were a lovely crimson colour and Kali was never tired of looking at them.

"They are going to be fine pods, Kali," said her father, when he saw them. "They will soon be ready to cut down."

The next week Kali's father took his long pole, which had a sharp knife at the end, and went along to Kali's tree. Kali ran beside him, skipping and jumping in joy. Her little tree was going to give her some pods at last!

Her father raised his pole up to the branches he could not reach. Bump! A pod fell to the ground. Kali picked it up and put it into her basket. Bump! Another pod fell to the ground. What a beautiful one it was! Fat, ripe and a lovely red colour.

"I can reach the other pods with my hands," said Kali's father. "Your tree is not very tall. See, Kali—take my knife and try to cut down a pod yourself. You can just reach this one."

Kali cut at the pod-stalk, and it fell to the ground. How excited she was! "I have cut a pod myself!" she cried. "I shall take this one to show my mother. I shall tell everyone that I cut it myself—from my own cocoa-tree!"

"Take your pods to the big pile," said her father. "I will cut them open for you and scoop out the beans myself. There are seven pods from your little tree. That is very good."

Kali put all the pods into her basket except the one she had cut herself. That one she carried in her hands. Then, balancing the basket cleverly on her head she went to the big pile of pods, and put hers with them. How very proud she was! Then she went round to everyone, showing them her own beautiful pod that she had cut herself.

"My father gave me his knife and I cut this pod myself with it from my own cocoa-tree," she said.

"It is a fine pod!" everyone said. "Your tree is a good one!"

Kali's father told her she might go to the big store in the middle of the village and choose what she would like for herself, in return for her seven pods, which would be made into cocoa powder. So Kali skipped away. She knew quite well what she wanted—not a ribbon for her black curly hair; not a ring to put round her ankle; she wanted a necklace of red beads!

When she ran back home she was wearing her new red necklace! How beautiful it looked! "It is as red as the pods that grew on my

TWO YEARS IN THE INFANT SCHOOL

cocoa-tree!" said Kali proudly, as she showed her beads to her friends. "Next year my tree will bear pods again for me, and I shall have another necklace—a yellow one, I think. I am very lucky!"

What fun it would be to grow a cocoa-tree like Kali's! But we cannot grow one in our cool country—so, instead, we must plant some other kind of tree—perhaps a little apple-tree; and then, like Kali, we shall have the joy of picking our very own fruit!

NAUGHTY BETH

(STORY FOR PICTURE-SENTENCE CARD NO. 59)

BETH was Thelma's dog. She was a big dog, almost as big as Thelma herself. She wasn't always a good dog. She often did naughty things—but Thelma loved her just the same, and so did Ruth, her little sister.

One day Beth was really *very* naughty. She saw Thelma and Ruth setting the table for tea. Mother was out so the two little girls were going to have tea by themselves. They were quite excited about it. Thelma said she would lay the table, and Ruth said she would put their chairs ready to sit on.

"Wuff, wuff!" said Beth, when she saw that only two chairs had been put at the table, and that there were only two cups of cocoa, "Why can't *I* come to tea too? There are three of us, not two. Put *three* chairs, Thelma."

But Thelma shook her head.

"No, Beth," she said. "You must go and lie down on the mat like a good dog. You shall have a big biscuit. That shall be your tea."

Beth was cross. "Wuff! Wuff!" she barked. "If you don't let me have tea with you, I will take the cloth off, and then *you* won't have any tea either!"

"Don't be naughty, Beth," said Thelma. She sat down at the table and so did Ruth. Then Beth did a very very naughty thing. She ran up to the table, put her paws on it, and took the cloth in her mouth! Beth tugged at the table cloth and over went the cups of cocoa, and all the other tea things fell, too! Oh dear, oh dear! The milk was spilt, and so was the sugar. The jam went over, and all the cakes fell on the floor.

Crash! A plate broke into three pieces! Nothing else was broken—but Thelma was very angry indeed.

"You naughty, naughty dog!" she cried. "Go into the corner. You will not have a biscuit now! You have spoilt our tea!"

Thelma and Ruth laid the table again, and made some more cocoa. Beth sat in the corner with her tail down, looking very miserable. Presently she left her corner and came over to Thelma. She put her nose on to Thelma's knee and said "Wuff! I'm very very sorry! I didn't know all the things would fall off if I pulled the cloth. Please forgive me! Wuff!"

So Thelma forgave Beth, and gave her her biscuit—and you may be sure that Beth will not drag the table cloth off again!

THE QUARREL

(STORY FOR PICTURE-SENTENCE CARD NO. 60)

MOTHER left the tea things on the table whilst she went to get the clothes in from the garden. The children ran out to play. The tea things were left to themselves.

“Ha!” said the cocoa jug to the fat tea pot. “The children like me better than they do you! There’s no cocoa left in me at all! But there is some tea left in you!”

“Only my tea-leaves,” said the tea pot. “People don’t drink those, silly!”

“I’m *not* silly!” said the cocoa jug, crossly. He got up and walked over to the tea pot. “You are a funny, fat tea pot, with a spout for a nose!” he said. “You haven’t a nice lip to pour out, like mine!”

“Who wants a *lip*!” said the tea pot, getting up, too. “A spout is *much* better for pouring out! If you’re not careful I’ll pour out a few tea leaves on you! You won’t like *that*!”

“Oh, hush, hush!” said all the tea-cups, and their spoons stood up to watch the quarrel. “Don’t make such a noise! People will hear you!”

“I don’t care!” said the cocoa jug, and he shook his fist at the tea pot. “I’ve never liked that fat pot. I’m sure his lid doesn’t fit!”

“It does, it does!” shouted the tea pot, running at the cocoa jug. “I hope your handle breaks in the washing up! I hope you fall off the dresser! I hope your lid cracks in half!”

The tea things watch the cocoa jug and tea pot have a quarrel.

“Sh! Sh!” says the cloth. “What naughty things to say!”

“I hope you fall off the table!” said the angry cocoa jug, and he tried to push the tea pot off.

“Oh, oh!” cried the tea pot, for he was fat, and not so nimble as the cocoa jug. “Help! Help!”

Mother heard all the noise as she came in with the clothes. She ran to the kitchen to see what it was—but as soon as they heard her coming all the tea things sat as still as mice and didn’t say another word.

Mother looked at the table. “I thought I heard a noise!” she said in surprise. “But no one is here. Dear me—look at that tea pot—it’s almost falling off the edge of the table! Who *could* have been so careless as to leave it there! I am sure I left it on the tray!”

She put the tea pot back on the tray and went to put away the washing—and, as soon as her back was turned, the tea pot made a face at the cocoa jug! Dear, dear, dear, did you ever think tea things could behave like that!

MY COCOA

ENID BLYTON

CECIL SHARMAN

Cheerfully **Key E** : .m | s .,f :m ar }

VOICE

1. When - ev - er I come
2. She puts the co - coa

PIANO

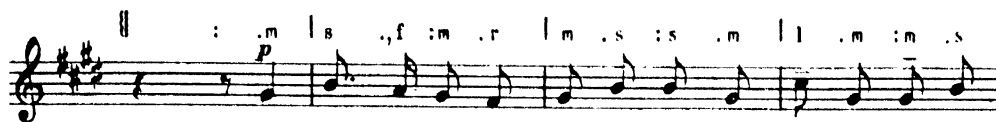
p *mf*

In from play, Up - on a cold and win-try day, My mo- ther al-ways
in my cup, And with hot wa- ter stirs it up, I put my milk and

makes for me, A cup of co-coa for my tea.
su - gar in, And then my tea I soon be - - gid.

p *p*

My Cocoa (cont.)



3. And when I lift my cup to drink, It's ve - ry strange in -



- deed to think, That all my co - coa grew on trees, In



sun - ny lands a-cross the

seas!



Topic No. 31

Acorns—Oak-trees

SECTION I : *THE TALK*

IF we look out of the window, we are almost sure to see trees. Even in a big town we may see one or two trees waving their branches in the breeze. If it is summer-time the trees will be green with leaves, but if it is winter they will be quite bare.

Who knows which tree is the king of all our trees? It is the strong oak-tree. It grows very very slowly, but it is one of the strongest and sturdiest of our trees, the finest in the woods.

Trees are plants which have grown very tall, and have made for themselves a woody trunk and branches. They grow from seeds, just as our garden plants do. But they take a very long time to grow into trees. We like trees, because they are pleasant to look at as they stand waving their many green leaves above our heads. They make a lovely whispering sound—"sh-sh-sh-sh!" Sometimes when it is raining we stand under a tree so that it may shelter us. When the sun is too hot we sit under the green trees in the shade. We never shelter under a big tree when there is a storm.

What a big trunk the oak-tree has! It took many, many years to grow. Its roots are deep down in the earth, and they are strong and powerful, for, when the winds blow wildly, and the great oak branches toss about, it needs big roots to keep it from falling over. The roots hold it firmly.

Look at the leaves. They are a pretty shape, like feathers! In the spring, when they first unfold, they are a pinky-green, but they soon become the dark, glossy green of summer-time. If we could peep up in the oak-tree in the spring-time we should see that there are many catkins growing on the twigs. What do we see growing among the leaves in the autumn? Who knows?

We see the acorns! They are small and green at first, but by the time that autumn is here they are large and brown. We find them underneath the oak-tree by the hundred. Each acorn sits in a pretty cup which is patterned all round. (The teacher should have a supply of acorns to show each child.) The cup holds the acorn firmly until it is time for the

TWO YEARS IN THE INFANT SCHOOL

nut to fall to the ground. Sometimes the cup falls too. We think it is like a pretty pipe if we pick the cup up empty!

The acorn-nut is the seed of the oak-tree. If all the acorns that fell to the ground grew up into little oak-plants, what a lot there would be! But they do not all grow up. Someone eats them! (Should any child speak of oak-apples as the fruit of the oak, explain briefly that they are not—it is the work of insects—but do not teach this fact otherwise.)

The squirrel comes along and searches for acorns. He eats many and stores away others for the winter. The dormice come hunting in the mossy ground beneath the oak-tree, and they find and eat the acorns too. What a fine meal they make for the little hungry creatures!

Pigs often root about for acorns as well. They will eat them by the hundred, for they like the nutty taste. Boys and girls do not eat the acorns, but they like to play with them.

In the autumn the oak-tree throws down its feather-shaped leaves. They have turned from green to light brown. They flutter down from the branches and lie in heaps on the ground below. A few still cling to the twigs and rustle there all the winter through. Robins take the brown leaves for building their nests in the spring. Hedgehogs use them for bedding in their winter hiding-place. Squirrels hide away their nuts beneath them. Soon the big oak-tree branches are bare, and we see what great, knobbly arms they are. They are covered with the buds that will grow a new set of leaves next spring. Inside those tight little brown buds the new leaves are already growing. The spring sunshine will make the tender green leaves open from the brown bud, and we shall say "The trees are getting green again!"

What a useful tree the big oak is! It spreads out its branches to give us shade and shelter. It welcomes the birds and the squirrels whenever they come. It gives them food—for many birds like the acorns too. The big jays peck them and the nut-hatch searches for them eagerly. The oak gives us wood for building, too. We make tables and chairs of it, and many other things. The wood lasts for years and years, and is beautiful when it is well-polished.

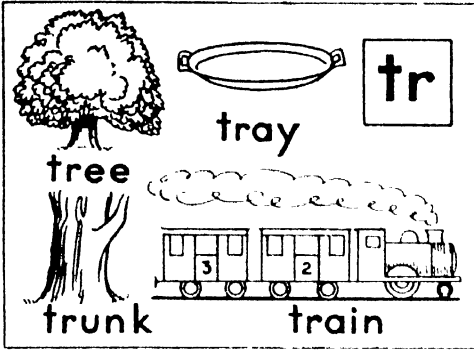
No wonder the oak-tree is the king of trees!

SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

(1) **L**ET the children talk freely about trees. They give a pleasant shade, and they make gardens and parks beautiful.

(2) Trees are great tall plants. Show them the coloured picture of the oak-tree and let them talk about it. In this talk, teach them these words: *trunk, branch, branches, leaf, leaves, a giant tree*. One child is hiding behind a tree trunk.

(3) The tree is an oak-tree. What is the leaf like? Although trees are so big they grow like all plants from what? Seeds.



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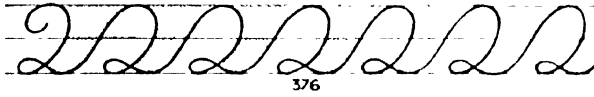
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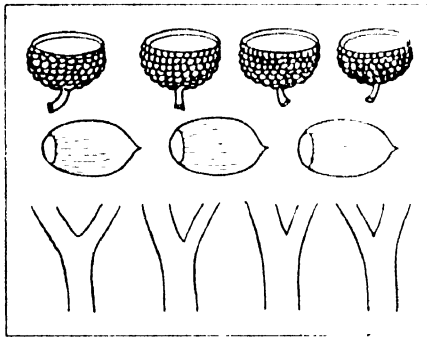
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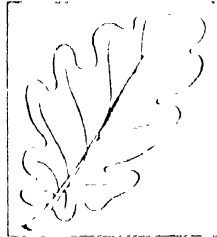
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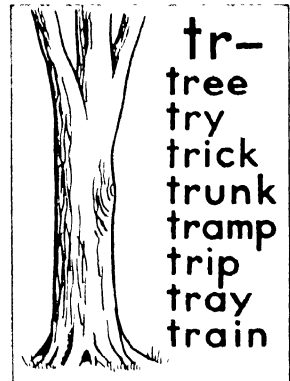
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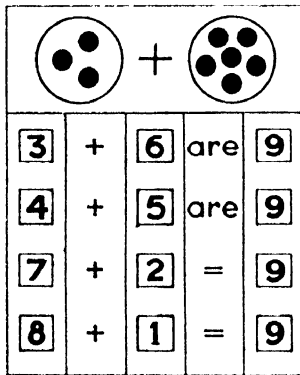
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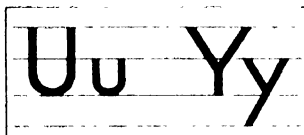
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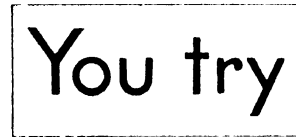
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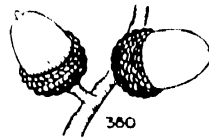
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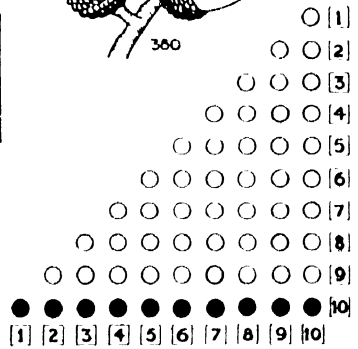
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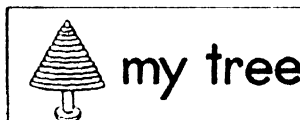
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373



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TWO YEARS IN THE INFANT SCHOOL

(4) Show the children an acorn. Let them talk about it. It has two parts. What is each part like? Acorn cup, oval nut, the seed.

(5) Let them tell how the seed becomes a baby plant—and in time, a giant tree.

(6) Who likes acorns? Squirrels, pigs, birds.

(7) How does the oak-tree change in winter?

(8) Let the children think of all the ways in which the oak-tree is useful: (a) It gives us shelter from the sun. (b) Birds and squirrels find shelter in it. (c) The acorns feed squirrels and pigs. (d) It gives us wood for building oak tables and chairs.

(9) The children in the picture must have names chosen for them. This is an opportunity for revising some boys' and girls' names.

The children are *under* the tree.

One child is *behind* the tree.

(10) Teach the following rhymes to the children:

(1) THE ACORN AND THE OAK

Only a tiny acorn,

That fell from the branch of a tree.

"Of what use are you?" said the wind and the rain,

As they buried it low in the lea;

But a giant oak grew up to tell

Of the spot where the little acorn fell.

UNKNOWN.

(2)

The Oak is called the King of Trees.

(3) HOW THE OAK-TREE GROWS

"Little by little," an acorn said,
As it slowly sank in its mossy bed;
Little by little each day it grew,
Little by little it sipped the dew.

Downward it sent a little root,
Up in the air a tiny shoot;
Day by day, and year by year,
Little by little the leaves appear.

The branches spread out far and wide,
They view the world on every side.
A fine big oak-tree now is seen,
Where once a tiny seed had been.

SECTION III : READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

(a) **R**EVISE the short sound of *ă* (see Fig. 154, Topic 14). Let the children say these words: *apple, at, bat, cat, rat* and as many more as they can remember. Tell them that sometimes *a* has a long sound like its name. They can hear this long sound in *acorn, apron*: a little girl's name *Amy*, and in *bake, cake, gate*. The long sound of *a* will be taken again in the second year when the children are collecting words that belong to the same family, but it is a help to independent reading if children begin to realise that *a* has more than one sound. So far their attention has been drawn to two—*apple, acorn*.

(b) Double consonants *tr*. Let the children revise the sounds of *t* and *r*. Then combine them, *tr*. If two children each hold a *t* and *r*, and run from opposite corners of the room, each calling out their letter sound, the class will enjoy calling out the combined sound when they meet. Write the word *tree* on the board and let the children say it, noticing the sound of *tr* at the beginning. Show them the picture card for *tr* (Fig. 365) and let them tell the names of the pictures. They all begin with *tr*—*tree, tray, trunk, train*. Ask for other words beginning like this. It will require some help in the first place to have the children give only words that have *both* initial consonants instead of the first. Words will probably have to be suggested. If you leave your toys on the floor some one may — on them.

Does your dog know any *tricks*?

What noise do soldiers make when they march? *Tramp, tramp, tramp*. Some children may remember the word *try*. Let the children say the words carefully, noticing the sound of *tr*. Care must be taken in the introduction of these combinations to see that the children get the right association of sounds. Individual work in this connection is indispensable. Double consonants should only be taken with groups of children ready to use a primer. It may be necessary for some children still to practise the sounds of the consonants. Practise the consonant sounds in words—*pat* for the *p* sound, etc. Drill on the sounds of the consonants leads to correct enunciation, and this aids both speaking and reading.

(2) *Word Recognition*

Teach the word *what*. Write questions on the board for the children to read and answer.

What does the train say? “Sh-sh-sh.”

What do feet say? “Tramp, tramp, tramp.”

What are acorns?

What is your name?

Print these sight words on a card so that they can be revised at regular intervals—*what, shall, are, one* (Fig. 366).

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(3) *The Sentence Method*

Let the children choose a sentence about the acorn or oak-tree to go on the board. They may like the sentence :

The Oak is called the King of Trees, *or*
Squirrels like to eat acorns.

Tell the children the story of Bunty's dream. Help them to retell the story. What was Bunty doing before she fell asleep? What did she say just before she fell asleep? Show them picture-sentence card No. 61. The children will be interested in it and will like to talk about it. It shows them the three little acorn sisters that Bunty dreamed about. Let the children come out in groups to talk about the picture. What have the little acorn sisters on their heads? What are their dresses like? On what are they sitting or standing? The wind is just going to blow them away.

Read them the sentence underneath:

“Three little acorn sisters up in the old oak-tree.”

The really new words are *acorn* and *oak*, but children often remember these easily because they are different from other words they know. Let them notice the sound of long *ā* in *acorn*, and long *ō* in *oak*. *Three* the children may know from their number work and from their lesson on *th*. They may be able to read the word *sisters* by sounding the letters.

Teach the sentence in the usual way and let them illustrate it.

The children will like to hear the Italian song of :

LITTLE ACORN SISTERS

One little acorn sister,
Two little acorn sisters—
Three little acorn girls.

Three little acorn sisters,
Two little acorn sisters,
One little acorn sister—
One little acorn girl.

Three little, two little,
One little acorn sister—
No little acorn girl.

Perhaps the children can tell why no little acorn girl is left. The wind has blown them all off the tree.

Tell them the story of Tom and his dog Rover. What tricks did Tom teach Rover? Let the children retell the story. Then show them picture-sentence card No. 62, and let them talk about it. What trick is Rover doing? What is Tom saying? Read the sentence underneath:

“Be a good dog and do your trick well.”

Draw attention to the word *trick*. Some of the best readers will manage the sentence with very little help.

Ask a child to find another picture-sentence card about a dog and bring it out to read.

Revise picture-sentence cards Nos. 45, 51, 52.

Let the children each choose a picture-sentence card to bring out and read. Make sure they are not reading from memory only, but can recognise some words.

Give the best children sentence strips and loose words to use. Some children may be able to build new sentences with loose words.

(4) *Letter Recognition and Spelling*

As the child progresses the teacher must try to begin to awaken a consciousness of the visual form of words ; this is necessary for spelling. The word cards mentioned in Topic 30 become very useful, especially if the child helps to find the words for them. Begin a card for words beginning with *tr*, as in Fig. 367. Let the children suggest new words for it as they find them. It sometimes helps the children if the card is decorated, as Fig. 367. The drawing of a *tree* or a *trunk* reminds them of the *tr* sound. *Tr* should not be added to the Alphabet Frieze, as it is two sounds, not one sound like *sh*, *ch*, *th*. The children already have the two letters *t* and *r* in their Alphabet Frieze.

Let the children have giant letters and use them to spell a few simple words. Ask for certain letters to be brought. Ask a child to bring the letter that stands for the first sound in *apple*, another child—the letter for the first sound in *bed*, and so on through the alphabet. Some children may still be weak in letter recognition, although they know many sight words.

Show them each capital letter in turn and see if they can recognise it. Revise especially *G* and *Q*. Show them capitals *U* and *Y* (Fig. 368). If they look through their picture-sentence cards, they will find many sentences beginning with capital *Y*.

SECTION IV : *WRITING*

(1) **L**ET the children draw a capital *U* and a small *u* side by side, and a capital *Y* and small *y*. Capital *Y* stands on the line, but small *y* has a tail (Fig. 369).

(2) Let the children write easy sentences beginning with capitals *U* and *Y* (Fig. 370 and Fig. 371).

(3) Let the children write and draw easy words from a copy and from memory: *tree*, *apple*, *bed*, *bat*, a *trick*.

(4) Give the better children a sentence to copy and draw. (See Fig. 372.)

(5) The practice of any capital letters that occur in their reading.

(6) Sentences from their reading cards. Let the children select any

TWO YEARS IN THE INFANT SCHOOL

other sentence from the reading exercise and try to write it unaided on paper.

(7) A phrase and picture from a copy. Afterwards from memory. (Figs. 373-375.)

(8) Their own names.

(9) The figures 2, 3 and 4.

Writing Patterns

Any the children like. Let the weaker children try a zigzag pattern again. The better children can try Fig. 376, which is a play on the figure 2.

SECTION V : *NUMBER*

(1) **C**OUNTING to 50.

(2) The numbers 1-10. Let each child set out in order, beginning with the smallest brick, the stair 1-10 on the table in front of him, with the figures to match each of the bricks. This takes a child quite a long time until he is thoroughly familiar with the numbers and the bricks.

(3) Let the children have counters in two colours. Let them choose out one colour and lay 10 counters in a line at the bottom of the table. Place figure 10 at the end and let the children count, touching each counter.

Take counters of the other colour and place one above the second counter in the row. The stamped figures 1 and 2 should be placed as shown in Fig. 377. The children tell what they have done; they have made a sum by adding 1 (1 and 1 are 2).

Next, let the children place 2 counters above the third counter and they have made a sum, 1 and 2 are 3. They place the stamped figure 3 under their sum as shown in Fig. 377. They continue this right on to the end of the line when the last sum will be "1 and 9 are 10." As each sum is done the child puts the stamped figure underneath. The children will now see that they have made a new number-stair up to 10. Let them count up and down.

Let them find out how many there are in the top row and put figure 1, then count the second row and put figure 2, and so on, until 10 is reached.

With these figures in front of them, the children can work many little sums. What do you put to 6 to make 9? What is left of 10 counters if you hide 1 with your hand? etc.

(4) The use of the simple addition cards already described. Some quick children will be able to make addition sums from their dominoes. For the slower children the following piece of simple apparatus is useful for individual work.

Two circles are drawn at the top of a card as shown in Fig. 378, or two circles of brightly coloured paper can be pasted at

the top. The lower part of the card is divided into 5 columns as shown. The + signs fill the second column, and "are" or the sign =, the fourth column. The child is given a certain number of counters, beads, or shells, say, 6, 7, 8, 9, or 10, according to the stage he has reached. He is also given stamped figures. He puts the counters or shells on the two circles. He puts any number he likes on each circle but he must use up all his counters. He then puts the figures corresponding to the number in each circle, in the spaces on the first line. He then counts the total, and puts the number for that in the last column. He then rearranges the counters and makes another sum as in Fig. 378. The teacher by looking at the child's card can see if all his work is correct, and if the child working alone has really gained some actual number experiences.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of an oak-tree, children picking up acorns ; the three little acorn sisters ; Rover doing one of his tricks.

(2) *Drawing to help Writing and Number* (Fig. 379)

(a) 4 or 5 acorn cups.

(b) Oval nuts to go in them.

(c) Branches—like the capital letter Y.

(3) *Modelling in Clay or Plasticine*

Acorns for the squirrel (Fig. 380). The children should have acorns to copy. The cups and acorns are made separately. The roughness on the cup can be made with the head of a pin. Provide bits of twig to give a natural appearance, or better still, let neat-fingered children model the twigs.

(4) *Paper Cutting* (Fig. 381)

An oak leaf. Let each child have a leaf to copy if possible. If the leaves are cut from pieces of paper of different tints and shade—green, yellow, brown, etc.—a pretty frieze can be made. The leaves can also be cut from white paper and coloured. Some children may like to try to cut acorns to add to the frieze.

(5) *Paper Modelling*

A basket for acorns. (See Figs. 79–80, Topic 7.)

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SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Dramatisation*

LET three children pretend to be the little acorn sisters. All say the rhyme. At the last line the wind blows the acorn sisters away.

(2) *Rhythmic Exercises*

Use the nursery rhymes as examples of different kinds of rhythm. Let the children clap at first to emphasise the rhythm. Teach the children the nursery rhyme "Tom, Tom, the Piper's Son," music in *Song Time* (Curwen). Let the children clap to emphasise the rhythm. Let them sing or clap "Diddle, Diddle" (Topic 2, page 28), or "Jack and Jill" (Topic 11, page 157), and notice the different rhythm.

(3) *Playground Game*

Call Ball.—The children make a ring with one child in the centre, who has the ball. He throws up the ball, calling a child's name. The child called must try to get the ball before it bounces a second time.

(4) *Songs*

(a) "Tom, Tom, the Piper's Son," *Song Time* (Curwen).

(b) The song on pages 456-457, "Acorn Girls."

SECTION VIII : *STORIES*

A BASKET OF ACORNS

(STORY FOR COLOURED PICTURE)

THE oak-tree shook its leaves in the sunshine. The wind blew and the branches waved about. Some of the ripe acorns dropped to the ground below—bump-bump-bump!

A little red squirrel came frisking over the ground and saw them. "Acorns! Nice, nutty acorns!" he chattered, in delight. "Plenty for me to eat, and plenty for me to hide away!"

A little dormouse heard the squirrel, and came running out of his hole under the roots.

"Go away!" he squeaked, angrily. "These are *my* acorns! This is *my* tree!"

"Why is it your tree?" said the squirrel in surprise. "It doesn't belong to you."

"It does, it does!" squeaked the dormouse. "I live in it and so it is mine."

"Well, I often live in the branches, and once I had my nest here, so it is *mine* too!" chattered the squirrel. He gathered up some acorns in his little paws, and the dormouse ran at him in a rage.

They made such a noise that a big jay-bird came flying down. He screeched loudly and made both the squirrel and the dormouse jump.

"Don't screech like that," said the squirrel in fright. "I've told you before, Jay, that you have a dreadful voice."

"I shall screech as much as I want to," said the jay. "Ha! Acorns! So *that's* what you were quarrelling about! Good! I like acorns! I didn't know there were any ripe yet."

"These are *my* acorns!" said the squirrel.

"No, *mine* I tell you!" squealed the dormouse.

"Well, they are mine *too*," said the jay. "This oak-tree is mine. I have sat in its cool green shade for three years. It is my tree, and it grows its acorns for me and not for you!"

Then what a noise the three of them made, quarrelling about the fallen acorns. The squirrel no sooner picked up an acorn than the jay pecked it out of his paw—and when it rolled on the ground the little dormouse darted on it and held it! The squirrel made little barking noises, the dormouse squeaked, and the jay screeched at the top of his voice, for all the world as if someone were hurting him dreadfully! But he always sounded like that. He really had a very harsh voice!

Three children came along through the trees, carrying a basket. They heard the noise of the jay, the dormouse and the squirrel, and they wondered what the matter was. They hurried up to see.

"Oh, look!" said Amy. "There is a squirrel—and it is quarrelling with a dormouse and a jay. I wonder why!"

"Let's look and see!" said Ada. "Come on, Johnnie and Amy!"

They ran up to the tree. The squirrel at once bounded up the trunk and disappeared among the leaves. The jay flew off. The dormouse ran into his hole under the roots.

"They've gone!" said Amy. "Oh look—this is what they are quarrelling about—acorns!"

She held one up. "Isn't it pretty? Shall we gather a basketful to take home to Grunter the pig? He will be so pleased to have them. He does like acorns."

"Yes—do let's take some home," said the others. So they gathered up a big basketful of acorns. It was fun to hunt for them in the mossy ground beneath the spreading branches of the great oak-tree. The wind in the leaves said "Sh-sh-sh!" all the time, as if it were whispering a secret.

"Now let's play hide-and-seek," said Amy. She hid behind the tree, and the trunk was quite big enough to hide her. When Johnnie came round to find her she slipped to the other side, like a squirrel!

When the children had gone home, the squirrel, the dormouse and the jay went to the ground again to hunt for acorns—but not one could they find! The children had taken them all!

"What a pity!" sighed the squirrel. "We need not have quarrelled—there were plenty of nuts for us all. Now we have none. It serves us right!"

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“Sh-sh-sh!” said the oak-tree. “I will send some acorns down for you to-morrow, if you promise not to quarrel! I have plenty more getting ripe!”

So they promised—and to-morrow they will all eat together like friends. I would like to see them, wouldn’t you?

BUNTY’S DREAM

(STORY FOR PICTURE-SENTENCE CARD No. 61)

BUNTY had been to look for acorns—but there were none at all down on the ground, though she could see some up in the tree, much too high for her to reach! She was so disappointed.

“Mother, the oak-tree has not thrown any acorns down for me!” she said, when she ran home. “It might have thrown just one!”

“Perhaps it will another day,” said Mother. “Now it’s time for bed, Bunty. Hurry up and get undressed.”

When Bunty was in bed, she thought of the big oak-tree on which the acorns grew. She shut her eyes—and dear me, how could this be? She was under the oak-tree again, instead of in bed!

She heard someone singing a little song and she looked up. To her great surprise she saw three little acorn sisters up in the old oak-tree! They were very small and very pretty. They wore dresses made of green oak-leaves, and on their heads were acorn cups!

This is the song they sang:

“Little acorn girls are we,
Sitting in the old oak-tree,
Holding on to twigs of brown,
In case a big wind blows us down!

“Here it comes, so hold on tight,
We’re so little and so light,
The wind is strong, and down we go,
Falling to the ground below.
Down!

Down!

DOWN!”

Just as they sang the last words the little acorn girls fell out of the tree, and landed on the ground with a bump! Bunty ran to help them—but just as she put out her hands to pick them up—she woke up with a jump! She was in bed, and dear me, it was morning!

“Mother! Mother! I have had such a funny dream!” cried Bunty. “I dreamt that three acorn girls had fallen from the oak-tree. Can I go and look for them after breakfast?”

“Yes,” said Mother. So Bunty ran to the oak-tree when she had finished her porridge and cocoa—and do you know, underneath the tree there were three big acorns! Bunty was so pleased.

“ Three little acorn girls! ” she cried, dancing home to show Mother her acorns. “ Mother! Shall I sing you the song they sang to me last night? ”

She sang it—can *you* sing it too?

(The song is on pages 456-457.)

GOOD DOG ROVER!

(STORY FOR PICTURE-SENTENCE CARD NO. 62)

TOM went to school every day and learnt his lessons well. When he came home Rover, his dog, ran to meet him and jumped up joyfully.

“ Rover! ” said Tom, “ I learn lessons at school—you should learn lessons too. I will teach you some tricks! ”

“ Wuff, wuff! ” said Rover. “ What tricks, little master? ”

“ You shall learn to sit up and beg! ” said Tom. He fetched a ball and held it up in the air. “ Sit up, Rover, sit up! ” he cried. But Rover did not know what he meant. He jumped up at the ball and took it out of Tom’s hand.

“ No, no! ” said Tom, chasing Rover, who thought this was a very fine game. “ This is not the trick I want you to learn.”

He caught Rover and took the ball out of his mouth. “ Be a good dog and do your trick well! ” said Tom. “ Sit up, sit up! ”

But still Rover would not sit up. So Tom put him with his back to a wall, and then sat him up nicely, so that his front paws were in the air.

“ Good dog, good dog! ” said Tom. “ Now you are sitting up! You shall have a biscuit and then you shall run after the ball! ”

Next time Rover was hungry, he remembered that Tom had given him a biscuit for sitting up—so he ran to Tom, and sat up very straight just in front of him!

“ Wuff, wuff! ” said Rover. “ I am doing my trick well, Tom. What about a biscuit? ”

“ You are a good clever dog! ” said Tom. “ Look, Mother! Rover can sit up and beg! Isn’t he clever! He shall have another biscuit! ”

And now Rover sits up and begs whenever anyone says “ Sit up! ” to him. He thinks it is a funny trick to do—and he does love to get his biscuit. Tom is going to teach him another trick now. What do you suppose it will be?

ACORN GIRLS

ENID BLYTON

CECIL SHARMAN

Fairly brisk

Key C || *mp* s .,l :s .m' | r' .d' :l |

VOICE

Lit - tle a - corn girls are we,

PIANO

mf *mp*

s .,l :s .d' | r' .m' :r' | m' .,f' :m .t }

Sit - ting in the old oak tree; Hold - ing on to

d' .,l :l .d' | t .,l :s .m | m' :m' |

twigs of brown, In case a big wind blows us

Acorn Girls (cont)

|| d' :— | : | s .,l :s .m' | r' .d' :l |

down! Here it comes, so hold on tight,

mf *p*

|| s .,l :s .d' | r' .m' :r' m' r' | m' .,f' :m' .t |

We're so lit - tle, and so light, The wind is strong, and

mf

|| d' .l :l | t .,l :s .m | f m' | d' :— |

down we go, Fall - ing to the ground be - low.

f

|| : | m' f : | p m : | d :— | — : ||

Down, Down, Down!

mf *p* *pp*

Topic No. 32

The Rabbit

SECTION I : *THE TALK*

WHAT animals do you know well? Who knows the most? There is our dog—our cat—the little mouse—the horse in the field or street—the donkey at the seaside—and, of course, the rabbit or bunny! We all know him very well, for even though we may not have seen him wild on the hillsides, we may have seen him in a hutch—someone's pet rabbit!

The little wild bunnies are grey-brown. Tame ones may be black, grey, white, brown, or a mixture of those colours. They are soft, furry animals, with long ears that they can put flat down over their backs, and big soft eyes.

Look at them in the picture. Some are feeding. Some are playing. Two or three are scampering off. Do you see their tails? How short they are! Rabbits only wear bobtails, and these are white. It is useful for a bunny to have a white bobtail or "scut" as it is sometimes called, because then, if danger is near and a rabbit runs off to its hole, the others near by catch sight of the bobbing white tail and they run off too!

A rabbit has another way of telling its friends that there is danger near. It drums hard on the ground with its back legs! All the rabbits hear the drumming sound and off they go at once!

Rabbits do not live in the trees as the squirrels do. They live in holes or tunnels underground. They dig these out themselves, for their hind legs are very strong, and all four feet have strong blunt claws for scraping at the earth. Their tunnels are called burrows, because they are burrowed out of the ground. A great many burrows together are called a warren. A rabbit lives in a burrow in a warren. We live in a street in a town! A warren, you see, is a rabbit-town.

A bunny's long strong hind legs make him able to run very fast—he springs along at a great pace. Sometimes he sits upright to wash his face—then he is very pretty to watch. He bends his ears down and washes those too! Wouldn't you like to see him? He can hear very well with those long ears!

A rabbit's mouth is very wonderful. He has many sharp teeth—and

TWO YEARS IN THE INFANT SCHOOL

these never stop growing! This seems strange to us, for our teeth stop growing when they get to a certain size. The rabbit wears his teeth down with a great deal of gnawing and nibbling, and to make up for this wearing down the teeth grow and grow and grow—so that the rabbit always has teeth just long enough and strong enough to eat what he wants to. In order that he shall not hurt his upper lip when he is nibbling or gnawing it is neatly split in two. If you know of a pet rabbit you must go and see his lip and notice how cleverly it is made so that the rabbit's teeth shall not hurt it. You will notice too that a rabbit, when eating, can move his mouth up and down and from side to side, and backwards and forwards too!

What does the rabbit eat? He loves a meal of grass and young plants. He likes to go into the farmer's field and gnaw a juicy turnip. In the winter, when the snow is on the ground, the rabbit gnaws the bark of young trees. He cannot get at the grass then, so he must eat something else.

The bunny knows all the burrows from end to end. He knows just where each one goes, and, if he wants to go to the hole by the old oak-tree he takes the right turnings under the ground, and soon pops his head out of that hole! If he wants to go to the hole by the hedge, he goes round and about under the ground and soon his head pops out there! He has to put his ears flat when he is running down burrows.

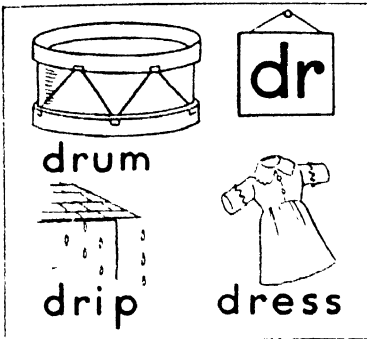
He has a front door and a back door, and often one or two more holes called bolt-holes which he uses at times when he wants to escape from enemies. The fox, the weasel and the stoat are his enemies, and he runs off as soon as he sees them.

The mother rabbit has her little ones in a special hole, and looks after them well. When they are about three weeks old she takes them out for the first time. How they enjoy their first scamper over the grass! Their mother teaches them many things—what the drumming noise means—where their holes are—what is good to eat and what is not, as well as other things they should know.

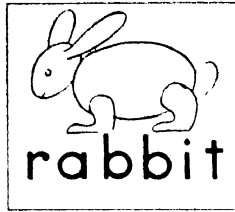
If we keep a bunny in a hutch we love him very much. He becomes tame then and will let us hold him close. We feed him well every day and sometimes give him a lettuce or a carrot for a treat. We see that his hutch is clean and warm, and quite big enough for him to move about freely. We like him to be happy. He is very timid, but he soon gets to know us and puts his little woffly nose through the wire to welcome us when we come to see him!

SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

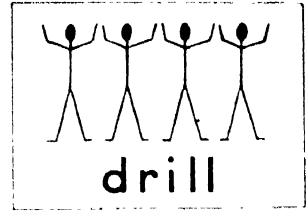
- (1) **L**ET the children talk of the animals they know—the cat, dog, squirrel (Topics 3, 7, 29). Ask the children how animals keep warm in winter. The coats of most of them grow thicker. Both pussy and bunny have a warm fur coat for covering.



382



385



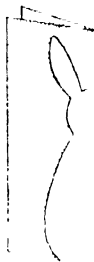
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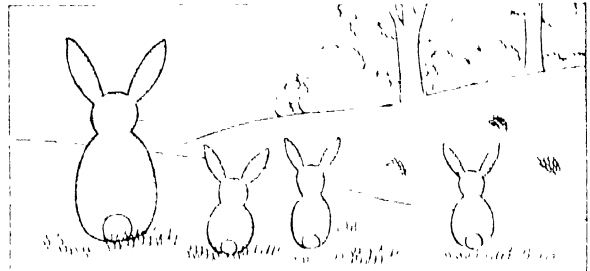
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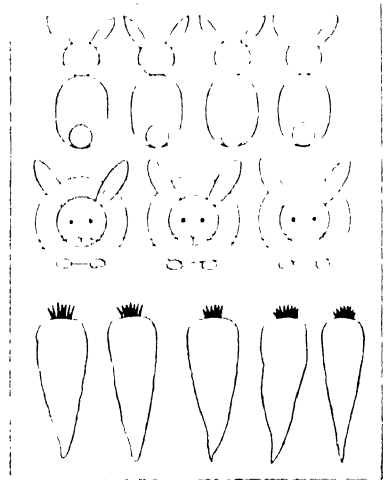
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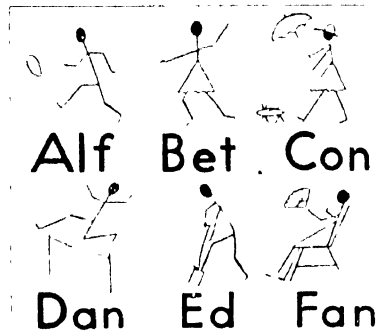
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388



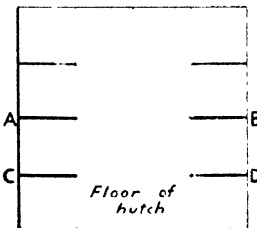
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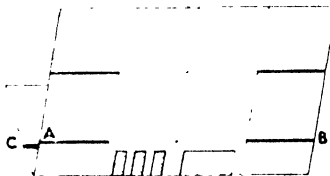
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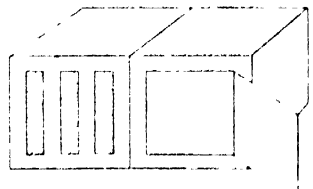
389



393



394



395

FIGS. 382-395.

TWO YEARS IN THE INFANT SCHOOL

(2) If possible keep a pet rabbit at school for a day or two. It affords endless opportunities for talk and observation. The coloured picture will also be a great help.

(3) What the rabbit is like—timid. Its colour : grey, brown, or white, etc.

(4) Let the children observe and describe its short front legs and long, strong hind legs—blunt claws (a cat has sharp claws). Its tail.

(5) Let the child tell about its wonderful mouth, and its long ears that move at every sound, etc.

(6) Where do rabbits live? What is a warren?—tunnels and burrows. These are all difficult words.

(7) How mother rabbit cares for the baby rabbits. Let the children tell again how Mother Hen looks after her chickens and Mother Squirrel her little ones. What do the little rabbits learn?

(8) What do rabbits like to eat? Grass, carrots, etc.

(9) How does father rabbit warn them of danger?

(10) Let the children choose names for the rabbits in the picture.

(11) Where are pet rabbits kept? A hutch. What is a dog's house called?

(12) Let each child try to say something about the picture.

(13) Teach these rhymes :

(1)

Hop, hop, hop! Hop, my bunny, hop!
Where 'tis bright and where 'tis sunny,
Hop along, my Easter bunny,
Hop, hop, hop, hop, hop! Hop, my bunny, hop!

Let the children hop about and pretend to be rabbits as they say these words.

(2) THE RABBIT

Brown bunny sits inside his burrow
Till everything is still,
Then out he slips along the furrow
Or up the grassy hill.

He nibbles all about the bushes
Or sits to wash his face,
But at a sound he stamps and rushes
At a surprising pace.

You see some little streaks and flashes,
A last sharp twink of white,
As down his hidy-hole he dashes
And disappears from sight.

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SECTION III : READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

- (a) **R**EMIND the children how often *t* and *r* are found together. Let them say any words they can remember beginning with *tr*—*tree, try, trunk, tray, trick*, etc.

Tell them *d* and *r* are often found together. They can hear these letters at the beginning of *drum*. Let the children have giant letters and hold them up to make this word. Show them the picture card for *dr* (Fig. 382), or draw these pictures on the board. Let the children say the words carefully.

Let them use these words in sentences.

How does the father rabbit warn his little ones of danger? He drums with his feet, and so on. Get from them other words by suggestions. What do you often do with pencils and crayons? *Draw*. What do you do when you are thirsty? *Drink*. Sometimes you see soldiers' — ? A child may think of the words *dry* or *drive* or *dream*.

- (b) Revise, especially with a weak group, the *d* and *r* sounds. Their Topic this week, The Rabbit, will also give them practice in saying words beginning with *r*.

Revise the picture cards for *d* and *r* (see Topic 1 and Topic 5).

(2) *Word Recognition*

Revise action words (verbs). Words that denote vigorous action are of special interest to children. Many of these words are regular in spelling and easy for the beginner. Tell the children you are going to write on the board a word that will tell them something *to do*. Then write slowly, saying each letter, an easy word like *run*. Whenever a child understands what the word means, he may carry out the action. Children enjoy this and even a slow child gradually learns to interpret the words quickly.

Give them words during the week: *run, hop, nod, pat, tap, sit, jump, skip, clap, lift, carry, stand, dust, stamp, tramp, drum, draw, drink*.

Sometimes let the command include the child's name. The teacher says: "I am going to write a word which will tell you something *to do*, but after it I am going to write somebody's name. When you see your own name it means you are the one to do something. Watch carefully." Then she writes, "Tramp, Molly," while the children watch eagerly to see who is to carry out the action.

(3) *The Sentence Method*

Let the children suggest a sentence about rabbits to be written on the board. Give the best division this sentence, first drawing on the board a rabbit looking out of his hole:

Brown bunny sits inside his burrow,
Till everything is still.

TWO YEARS IN THE INFANT SCHOOL

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(3) What the rabbit is like—timid. Its colour : grey, brown, or white, etc.

(4) Let the children observe and describe its short front legs and long, strong hind legs—blunt claws (a cat has sharp claws). Its tail.

(5) Let the child tell about its wonderful mouth, and its long ears that move at every sound, etc.

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EDITH KING.

with one consonant like *top* or *rat*, etc., find it very difficult to read new words beginning with *dr*. If children are to become independent readers they must be helped to tackle new words. These word cards, and attention to letters and their different sounds, often prove a great help, both to children who learn by seeing and those who learn by hearing.

(b) Begin a grand revision of all capital letters. Draw on the board six pin children. Ask the children to suggest names, and help them to make the shortest names. Ask them what sort of letter must stand at the beginning of a person's name. Print the names on the board, calling attention to how the capital letters are made.

In the case of backward children a card like that shown in Fig. 384 can be left before the class all the week. It will help children to remember the sounds of the letters and the order of the letters if they sometimes read the names *Alf, Bet, Con, Dan, Ed, Fan*. Quick children will remember these names in the right order.

SECTION IV : WRITING

(1) **P**RACTISING the capitals *A, B, C, D, E, F*.
 (2) Writing and drawing new words (Figs. 385 and 386) from a copy and from memory, also old words—*rat, run, tree, trunk*.

(3) A sentence from their sentence card or from the board, for example, *I have a pet rabbit. My rabbit hops*. Some sentences can be written a word at a time with the teacher. Some short sentences should be written for the children to copy as a whole, instead of writing a word at a time with the teacher. Several children should be asked to read the sentence, either from the board or from their papers.

(4) Sentences from the sentence cards and revision of any writing cards.

(5) Practise making figures 8, 9.

A Writing Pattern (Fig. 387)

This figure shows a writing pattern for the best writers. A row of joined *d*'s. Let them colour any parts they like.

SECTION V : NUMBER

(1) **P**RACTICE in counting to 50.

(2) The numbers 1–10.

(3) Give much practice in comparing the various number stairs. Teach or revise the words *more* and *less*. This week compare the 1 stair with the 5 stair (Fig. 388). Ask questions like these: (a) Which is the bigger stair or brick, 1 or 5? (b) How much bigger is 5 than 1? (c) How much less is 1 than 5? (d) How much smaller is 1 than 5? (e) How many must I have to make 1 as big as 5? (f) How many more to make the 1 brick as tall as the 5? (Fig. 389), and so on.

TWO YEARS IN THE INFANT SCHOOL

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And disappears from sight.

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(4) *Paper Cutting*

Mother Bunny and her baby bunnies (Figs. 391 and 392). It is easier for a child to cut the bunny if the brown paper is folded in half as in Fig. 391. Mount the rabbits as shown. Grass can be added with crayon, or blue and green paper can form the mount. The whiskers and tail may also be crayoned. The tails look effective if cut from white paper.

(5) *Paper Modelling*

A rabbit hutch. Fold a square of paper into 16 squares, as shown in Fig. 393. Fold rectangle ABCD into two, as shown in Fig. 394, and cut the door and bars, as shown in Fig. 394. Unfold the rectangle ABCD and fold back the door. Cut along the dark lines (Fig. 393). Fasten the ends with pins or gum, as shown in Fig. 395. The children can model rabbits to go in their hutch, and cut out of paper or model carrots, etc.

SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Dramatisation*

LET the children pretend to be rabbits and hop about. One child can pretend to be the father rabbit; when he drums with his feet all the rabbits must take cover. The children can say or sing the rhyme on page 462 as they hop about.

(2) *Rhythmic Exercises (Revision)*

(a) Walking to school to good marching tune. Let the children march with light swinging rhythmic steps, their arms loose from the shoulders.

(b) Walking in time with the music. Vary the time of the music—sometimes slow, sometimes quick, etc.

(c) Policeman on his beat. Long heavy strides. A slow heavy march.

(d) Galloping horses. The children gallop in pairs, with hands joined crosswise at the back. Tune: "Ride a Cock Horse," from *Song Time* (Curwen).

(3) *Playground Games*

(a) Racing from one side of the playground to the other.

(b) Let the children race balls rolled along the ground by the teacher.

(c) Rabbit Traps. Half the class stand in pairs round the playground, thus forming a double ring and facing their partners. They join both hands and hold them up to form a "Rabbit Trap." The other half of the children are the rabbits. They run round the ring, passing through all the Rabbit Traps. When the teacher blows the whistle, the children

TWO YEARS IN THE INFANT SCHOOL

lower their hands and try to catch one of the Rabbits. If a Rabbit is caught in a Trap he changes places with one of the children who form the Trap, and the game goes on.

(4) Songs

- (a) "Ride a Cock Horse," *Song Time* (Curwen).
- (b) "Hop! Little Rabbit," from *Song Devices and Jingles* (Harrap).
- (c) The song on pages 472-473, "A Bunny Brown."

SECTION VIII : STORIES

A BUNNY FAMILY

(STORY FOR COLOURED PICTURE)

ONCE upon a time there was a mother bunny who had four small bunnies in a secret hole. She did not even let the father bunny into this hole at first. She lay there keeping her tiny bunnies warm and cosy. It was a good hole, and it was lined with dry grass and some fur from the mother bunny's own body.

At first the tiny rabbits looked very ugly and strange—for they had no fur, and their eyes were closed. But very soon they grew soft grey-brown fur, just like their mother's, and when they were twelve days old, they opened their eyes. Mother Bunny *was* pleased.

"Now you will soon be able to go out with me," she said to her little ones. "The world outside is very good. There is plenty of sweet grass to eat, and the sun is warm and pleasant."

"Can't we go with you now?" said Floppy, the biggest one. His mother said No. They were much too small.

When they were three weeks old, Mother Bunny said they might go out of the hole on their first great adventure. The little bunnies were most excited. Usually, when their mother ran up to the sunshine she closed up their hole tightly, so that no enemy could get in—and neither could the wee bunnies creep out! But this time she did not stop up the hole. She left it open for them to follow her!

They all scrambled out. She led them up a dark tunnel, and then round a bend and into another burrow. The tiny rabbits followed her carefully. They could just spy her white bobtail in the darkness. "Are you all there?" she called. "Floppy? Bobtail? Scutter? Downy?"

"Yes, we are here, Mother!" they called back. Then the burrow they were running along seemed to get lighter—and lighter—and suddenly all the rabbits were out in the evening sunshine! The babies blinked their eyes, half-frightened, for they had lived in the darkness up till now. They did not understand this bright light—the green grass, the noise of singing birds, and the sight of so many other rabbits!

"So these are our little ones!" said a big rabbit, running up to the little family. "Well, they look a nice little lot! I hope they are good."

"Bunnies, this is your father," said Mother Bunny. "He will teach you many things. Listen to him carefully."

"The first thing you must learn," said the big father rabbit, "is what to do when I make this noise."

He suddenly drummed on the ground with his big hind feet. The little rabbits were startled. "Now that noise," said their father, "is to tell you that danger is near—a fox perhaps, who will eat you—and as soon as you hear that noise you must look round for your mother. You will see her running towards your hole, her white tail bobbing up and down. Follow her tail and you will be safe, for she will take you deep into a burrow."

"Yes, Father," said the little rabbits. They ran off to play—and what a fine time they had! They nibbled the grass, as their mother did. They ate a piece of carrot that had been brought from a field by their father. They scampered about in the greatest delight. Then suddenly they heard the drumming noise on the ground, "R-r-r-r-r-r-r!"

They looked round in fright. "Fox! Fox!" called an older rabbit. The little ones saw their mother running away and they ran after her, watching her bobbing white tail as she ran. They followed her down a hole—they were safe!

"You are good, obedient children," said their mother. "Now, it is time for you to rest. Come close to me and sleep."

The tired little rabbits cuddled up to their big, furry mother and fell asleep. How happy they were!

The next evening their mother took them out again, and this time she showed them how to dig and scrape away at the earth with their blunt claws.

"You may want to dig a burrow for yourselves some day," she said. "Do it like this—and like this."

They all did as they were told. Then off they went to play once more. They chased the other little rabbits, they popped up and down holes, they learnt their way about the dark, winding burrows, and they always kept their long ears open for the drumming noise. As soon as they heard that they shot into their holes like lightning! No fox ever caught Floppy, Downy, Bobtail or Scutter!

They are big rabbits now, fat and furry. How do I know? Well, I see them on the hillside each evening as I go by! You can find them there yourselves if you look!

THE LOST RABBIT

(STORY FOR PICTURE-SENTENCE CARD No. 63)

FRED had a pet rabbit called Lop-ears. He was such a dear, tame bunny, and Fred loved him very much. He lived in a hutch in the garden, and Fred fed him every day. Mother always told him to be sure to remember to shut the hutch door properly, in case Lop-ears escaped.

TWO YEARS IN THE INFANT SCHOOL

One day Fred forgot to bolt the door tightly. Lop-ears pushed it open with his nose, jumped out and ran off! Oh, dear! When Fred came to give him some lettuce leaves that night, the pet rabbit was not in his hutch!

"Mother, Mother, Lopyy has gone!" shouted Fred, in dismay. "Oh, what shall I do?"

"Look for him, of course!" said his mother. "He will not be far away."

So Fred looked for his rabbit. He looked in the cabbages. Lopyy was not there. He looked in the shed. Lopyy was not there. He looked under the hedge. No Lopyy to be seen at all!

"Lop-ears, Lop-ears, dear little Lopyy rabbit, where are you?" shouted Fred.

But no Lopyy came out to take the lettuce from him. Fred was very sad. He threw the lettuce inside the hutch and went indoors to Mother.

"I can't find Lop-ears anywhere," he said. "He really has quite gone. Oh, my dear little pet bunny, I do so want him, Mother!"

"You haven't looked *everywhere* for him!" said Mother. "Did you look in the hollyhocks? And on the rockery?"

"No, I didn't," said Fred. He ran off to look in both those places. But Lopyy was not there. Fred was very unhappy. He went to get the lettuce out of the hutch—and dear me, what a great surprise he got! Lop-ears was in the hutch, nibbling joyfully at the lettuce leaves! Fred shut the door and bolted it. He raced indoors to Mother.

"Lopyy was in his hutch!" he cried. "He must have slipped home again when I was looking for him! Oh, Mother, isn't it lovely? I am so happy! I've got my darling bunny back again!"

"Well, see you keep him safe now," said Mother. "If you love him so much, you must look after him—you would not like a dog to get him, would you?"

Fred has never forgotten to shut the door of the hutch since then. He loves Lopyy very much and Lopyy loves him. That was why Lopyy went back to his cage—because he loved his home and didn't want to escape!

A SURPRISE FOR MOLLY

(STORY FOR PICTURE-SENTENCE CARD No. 64)

MOLLY was sitting in the fields all by herself when she heard a little chattering noise. She looked through the hedge to see what was making the noise—and dear me! *what* a surprise she had!

There in the meadow were two rabbits drinking tea! Molly simply couldn't believe her eyes. They each had little coats on, and there was a tea pot on the ground, and a jug. Each rabbit held a big cup.

The rabbits saw her peeping through the hedge and waved to her. "Hallo, Molly!" they said. "Come and have tea with us!"

Molly scrambled through the hedge and sat down by the two rabbits.

One of the rabbits fetched a third cup from a near-by rabbit-hole and poured out a cup of tea for Molly.

"I didn't know rabbits drank tea," said Molly.

"Well, what *did* you think they drank?" said one rabbit. "Ginger-beer?"

"Oh, no," said Molly. "But this doesn't taste like tea to me. I don't very much like the taste of it."

"What a rude little girl, to come to tea with us and say she doesn't *like* our tea!" said the second rabbit, crossly. "What shall we do to her to teach her manners, Bobtail?"

"Let's pour the rest of the tea in the tea pot all down her neck!" said the first rabbit.

"But that would be *much* worse manners than my saying I didn't like your tea!" cried Molly, in a fright.

The second rabbit picked up the tea pot and caught hold of Molly's collar. Molly gave a squeal—and then, what do you think? The rabbits disappeared—the tea things vanished—and Molly found herself lying under the oak-tree with her dog Tinker pulling at her collar to wake her up!

"It was all a dream!" she said, sitting up. "Oh, how funny! I must run home and tell Mummy. She *will* laugh when she hears about the rabbits that wanted to pour tea down my neck!"

Mummy *did* laugh! She said it was the funniest dream she had ever heard!

A BUNNY BROWN

ENID BLYTON

CECIL SHARMAN

Quaintly

Key A, 3/8

VOICE

I'm just a lit - tle bun - ny brown, I

PIANO

p

scam-per up the hill and down, I live in - side my bur - row deep, And

in my hole I safe - ly sleep.

A Bunny Brown (cont)

(♩ = ♩.) *mf*

I eat the jui - cy grass that grows, All

♩ = ♩. *f*

round a - bout my lit - tle toes, My tail is ve - ry short and white. - Just

♩ = ♩. *p* *(♩ = ♩.)* *(♩ = ♩.)*

see it bob-bing out of sight!

Topic No. 33

The Apple Orchard

SECTION I : *THE TALK*

AN apple orchard is a lovely place. The apple-trees are planted in rows, and underneath grows the green grass. In the spring-time the orchard is full of pink blossom, and the whole air smells sweet and fragrant. It is like Fairyland to see such masses of pink flowers everywhere, all around us and above us!

The apple blossom is very pretty. Who has seen some? Who has smelt the pale pink flowers? They grow in hundreds close to the brown twigs and branches. Sometimes we can hardly see the tree because it is so completely covered in pink! The apple blossom comes in May. Then the pretty pink petals flutter to the ground and lie there, fading. It is a lovely sight to see the petals flying in the air when the wind blows through the orchard.

If we go to look at an apple-tree when the blossom has gone, we shall find that wherever a flower grew, there is now a tiny green lump—the beginning of an apple! Day by day the sun shines, the rain falls, and the tiny green lumps grow bigger and bigger. We can see now that they are apples growing. It is fun to watch them. Each tiny apple has a little stalk which holds the apple firmly to the tree. Even when the wind blows, the stalk holds very tightly—though sometimes it is not quite strong enough, and then it breaks. Down falls the little green apple and we find it on the ground below, the next morning.

The apples grow and grow. June comes and July. The apples go on growing. July comes and then August. Still the apples grow, and their smooth cheeks begin to turn yellow or red in the hot sunshine. When September comes many of them are ripe. How lovely they look on the trees then!

Each tree in the orchard is now as red with apples as it was pink with apple blossom in the spring! The fruit hangs on the boughs, and the farmer who owns the orchard thinks it is time to pick his apples and send them to market to be sold. If he does not pick them as soon as they are ripe, a big wind may come and blow them down. Then they will be bruised and he will not be able to sell them in the market. Many

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apples fall as they ripen, and the farmer's wife takes them to make puddings or pies, or cuts them up for the pigs.

Sometimes the trees bend under the weight of all their apples, for they are very heavy. Then the farmer at once picks some of them, for he does not want any tree to break its branches. What fun it is when apple-picking time comes! The farmer and his men take their baskets and ladders and go to the orchard. They lean their ladders against the trees and up they go. They pick the smooth ripe fruit and put it gently into their baskets, for they must be careful not to bruise it, or it may go bad.

The apples feel warm and smell sweet, for the sun has been shining on them. What a lovely colour they are! Most of them are rosy red, but some are yellow, some are pink, and some are brown. They are all sweet and juicy. The baskets soon get full, and they are piled in the cart. Then off they go to market.

Soon we see them in the fruit-shops and if we have a penny we go to buy one—a nice fat red one! How delicious it is to eat! Mother buys plenty too—she makes us apple puddings and apple tarts, she bakes us apples and stews them—and she gives us them to eat raw too. She knows they are very good for us as well as being nice to eat.

Each apple wears a skin. Sometimes we peel our apples and sometimes we eat them with the skin on. Below the skin is the crisp white part, full of sweetness and juice. In the middle is the hard core, which we do not like. What is in the core? Yes—little brown seeds—the pips! Perhaps we could grow an apple-tree from an apple pip—it would be fun to try! We could plant it in a pot and watch it grow.

The apple is really a big seed-house to keep the precious pips safe! We eat the “house”—and throw away the core with the pips inside. The apple-tree hopes that we may throw away the pips in some place where they may perhaps grow into new apple-trees! The pips sit in two's together in little rooms of their own right in the middle of the “house.” Shall we cut an apple across and see them? (The teacher does this as she talks.)

It would be lovely to help to pick apples in an orchard when they are ripe. We would soon fill our basket! Apple harvest time is fun—especially when we are allowed to pick a big, red, juicy apple for ourselves!

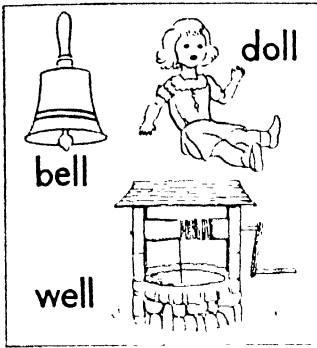
SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

(1) **L**ET the children name the fruits they know—plums, cherries, apples, pears.

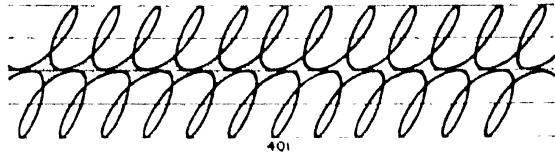
(2) Where does mother go to buy fruit?

(3) Get from the children the fact that the sweet juicy apple they like to eat is a seed-house, where little seeds are packed away in tiny rooms—2 in each.

(4) Cut an apple across and let the children tell how many “rooms” there are. Let them look for the baby seeds—pips.



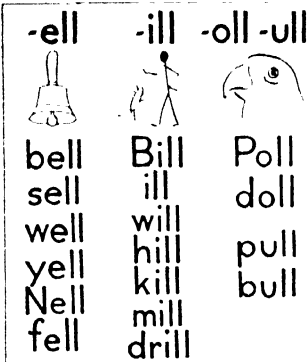
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400

A		B		C	
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$\begin{array}{c} \bullet \\ 1 \end{array} + \begin{array}{c} \bullet \bullet \bullet \bullet \\ 4 \end{array} =$		$\begin{array}{c} \bullet \\ \bullet + \bullet \\ \bullet \\ \bullet + \bullet \\ \bullet \\ \bullet + \bullet \\ \bullet \\ \bullet + \bullet \\ \bullet \end{array} =$		$5 + 2 =$	
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				$4 + 2 =$	
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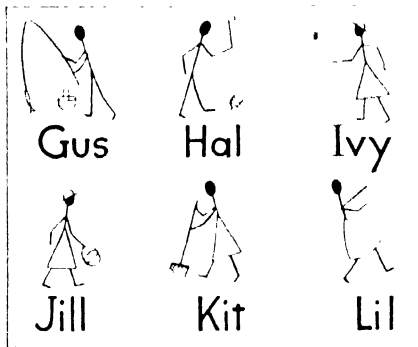


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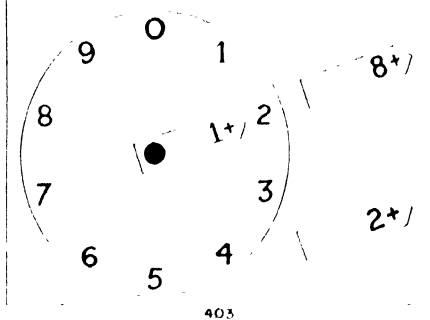


The big bell

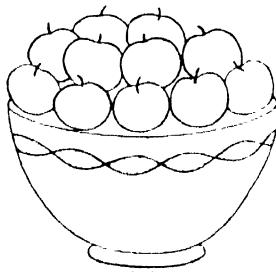
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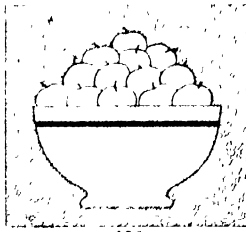
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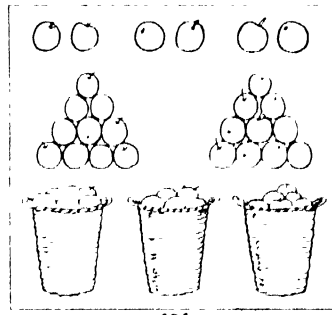
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405



406



404

Figs. 396-406.

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(5) What is an apple orchard? If any children have seen apple-trees growing, let them tell about them. When does it flower?

(6) Get from the children a description of an apple—colour, shape, size, etc. Let them tell all the things that Mother can make with apples.

(7) A great deal of oral work can be done in connection with the coloured picture. Revise words—*tree, branch, leaf, fruit*. They will also use the plural forms though no rule is given—*trees, branches, leaves*. Let the children notice the baskets; some are bigger than others. The colours worn by the children, etc., picking the apples—a red dress; blue trousers, etc. Let the children discuss freely all the big things in the picture—the children must have names—there is the brother. What shall we call him? The sister, the father, the baby? Where is the mother? Let the children suggest where she is and what she is doing.

(8) What work are they all doing in the picture? Gathering apples—a harvest of apples.

(9) Teach these rhymes or read them to the children:

(1) THE APPLE-TREE

O apple-tree, O apple-tree,
I thought you fair in May,
When flowers were on your branches
And swallows came to stay.

All through the sunny summer
You gave your shade to me,
When I sat and rested
Beneath my apple-tree.

O apple-tree, I watch you yet,
Your apples ripen—fall,
Forgive a little girl if now
She loves you best of all.

(2)

If I were an apple
And grew on a tree
I think I'd drop down
On a nice boy like me.

(3) YOU SHALL HAVE

You shall have an apple,
You shall have a plum,
You shall have a great big doll,
When your dad comes home.

OLD RHYME.

The above *shall* might be written on the board when the children say this rhyme.

SECTION III : READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

(a) **A**S the subject for the week is *apples*, it is a good opportunity to revise the short and long sounds of *a*. See how many children can think of words with a short *a* in them—*at, rat, bat, sat, rabbit*, etc. See if they remember any words with the sound of long *a*—*acorn, away, a, Amy, apron*.

(b) Sometimes the double letters at the end of a word puzzle children, especially children who are taught to read purely on the phonetic system, and not by looking at the whole word. In a word like *doll*, they can only hear three sounds, but they see four letters. Show the children the picture card (Fig. 396), and let them read the words. There are three sounds only in each word—let the children tell the three sounds, but there are four letters because the last letter-sound is printed twice. This recognition of two letters with one sound is a very small step, but it helps the slow child. Tell them that *l* at the end of a short word is often doubled. One *l* does not like to be alone at the end of a word. Write on the board other words ending in double *l*, for the children to read—*fell, sell, Nell, yell, Bill, drill, pull*, etc. Write sentences on the board for the children to read, containing these words:

Apples *fell* from the trees.
Bill did *yell* for apples.
 Apples make you *well*.
 Ring the *bell*.
 Fruit-shops *sell* apples, etc.

(2) *Word Recognition*

Write on the board a list of words ending in *ll* (Fig. 397). Let the children read the words. Give the children giant letters, call out a word and let the children who have the letters come forward and make the word.

Let the children look through their picture-sentence cards and see if they can find any words ending in *ll*. Quick children may be able to find *tall, still, well, shell, Jill, bill, fall, bell, dull*.

(3) *The Sentence Method*

Let the children give sentences about apples. Write suitable ones on the board for the class to read. Many sentences given by the children will be easy ones—for example: "I like apples."

Teach them this sentence, write it on the board, and leave it there for the week :

Then apples so red
 Hang overhead
 In the merry month of September.

This sentence or verse can also be printed and hung underneath the coloured picture.

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Tell them the story of how Bill went shopping. Let the children retell or act the story. Show them picture-sentence card No. 65. In what shop is Bill looking? A fruit-shop or greengrocer's shop. What does the greengrocer sell?

Read the children the sentence underneath:

"I will buy a red apple for Mother and a plum for Nell."

Let the children notice the double *l* in *will* and *Nell*, the sound of long *i* in *buy*, the sound of *th* in *Mother*. Let children practise saying the word *Mother* properly.

Tell the story of how Jack and Jill climbed Mill Hill to have a picnic. Jack took his little dog Bill. Then Mother gave them some rosy apples and some cake. Let the children tell how Jack fell down and all the apples rolled down the hill. Jack, Jill and the little dog Bill ran down the hill after them. Help the children to retell the story if necessary by questions. Remind the children of the story of Jack and Jill in the nursery rhyme. Let the children repeat the rhyme. Show them picture-sentence card No. 66. Let them talk about it. What does it show? Read them the sentence at the side:

"Jack and Jill went up the hill to have a picnic."

Let them notice the words with *ll* and the new word *picnic*; some children will be able to read this word by sounding the letters. Remind them of the hard sound of *c* in *cat*, *cake*, *cock*, etc.

Let the children act their new sentences and illustrate them. Revise, especially with the weaker children, picture-sentence cards Nos. 1, 2, 18, 25, 27, 31, 37, 46, 53, 62. See if the better children can read these sentences from their sentence strips.

Special sentences, if necessary, can be prepared for a top group ready to begin a primer; these can be based on the apple project, but any new words in the primer can be introduced.

(4) Letter Recognition and Spelling

The card shown in Fig. 397 will help spelling. Cards can also be made for each list of words shown in Fig. 397. The more often the children look at these cards the better, especially when their attention has been called to the double *l*. The writing lesson is, of course, one of the best helps to spelling.

Continue revision of capital letters. Many of the capital letters are very much like the small letters. Others, like *A*, *H*, *M*, *D*, *B*, *G*, etc., have to be taken many a time before the child is thoroughly familiar with the proper shape and size. Draw another family of six pin children. Ask children to suggest names for them, beginning with these letters—*G*, *H*, *I*, *J*, *K*, *L*. Help them to choose the names given in Fig. 398. Print the names on the board under the pin children in the right order. Show them how to make each capital. A card like that shown in Fig. 398 can be left before the children all the week.

Revise the card given last week (Fig. 384). Quick children may

remember all these proper names in the right order—*Alf, Bet, Con, Dan, Ed, Fan, Gus, Hal, Ivy, Jill, Kit, Lil.*

SECTION IV : WRITING

- (1) **P**RACTISING the capitals *G, H, I, J, K, L.*
 - (2) Writing and drawing words from a copy and from memory: *bell, doll, hill, bull, apple.*
 - (3) Writing and drawing phrases from cards (Figs. 399 and 400).
 - (4) A sentence from the board or (for the best children) from their sentence cards; for example, *My apple is red.*
 - (5) Let the children practise writing their names in full.
 - (6) Give the children practice in drawing any figures that they find difficult.

Writing Patterns (Fig. 401)

Let the children revise any patterns they like. Let them draw a row of joined *l*'s with black crayon between creased lines. Then turn the paper round and draw another row of *l*'s. Let them colour any part they like.

SECTION V: NUMBER

- (1) **C**ONTINUE, for those who need it, practice in counting to 50. Use the bead chain.
 - (2) Continue to teach the numbers 1 to 10.
 - (3) Continue to teach simple addition. One can rarely get beyond the first stage of addition in the first year. The first stage is the units stage, when the child is dealing with numbers the total of which does not exceed 10. This stage is divided into three steps, and cards should be made for each step. A few cards for the first step have already been given in Topics 26 and 27. Here are further examples of cards for the three steps of the first stage, as they may all be needed now.
 - (a) First Step. (See A in Fig. 402.) These cards all have pictures illustrating the numbers involved, and the child has only to supply one figure that he picks out from a box of loose figures.
 - (b) Second Step. The child makes his own sums from dominoes or domino cards, or he can be given a card like that shown in B, Fig. 402. In these sums the child has to supply three figures. He places, for example, 3 in the first square, then 1 beside it. He reads "3 and 1 are" and supplies a 4.
 - (c) Third Step of First Stage. The cards for this stage are shown in C, Fig. 402. These cards give the numbers without any illustrations at all. This is a great step forward. Children who reach this stage must be able to draw and recognise figures easily. Only a few will be ready for this.
 - (4) Addition tables are introduced at a very early stage, especially in

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the oral work. The sum cards already described help ; at first the teaching is incidental and in connection with the component parts of numbers, but before the child begins the second year's work, some of the addition tables should be clearly set out. This will be dealt with in the next topic.

Fig. 403 shows a useful piece of apparatus for teaching simple addition and the addition tables. It can be used in the individual work periods. Several large discs of cardboard should have numbers placed round them as in Fig. 403. On the pointer or hand, one of the figures from 1 to 9 is boldly printed as in Fig. 403. The child using the "clock" in Fig. 403 begins to make sums, by placing the point at 0: $1 + 0 = 1$; then he moves it to 1: $1 + 1 = 2$, and so on all the way round. In this way the child can learn how to add 1 to all the numbers he knows. Instead of going all the way round, he can move the pointer where he likes to make up sums. In the same way a child can use a "clock" with a pointer bearing the number 2 +, and so. The teacher gives a lesson on this piece of apparatus so that the children know how to use it and how to make any addition table.

Several of these "clocks" should be made, for their frequent use leads to the tables being memorised, also children can use them to make sums for themselves. There should be no limit to the number of sums a child may work. Work with the addition tables must go on through the two years. They can never be shelved. The learning of them depends on constant application and repetition—individual, group, or class repetition.

(5) Halves. Let the children again have squares of paper and circles of paper, fold them in halves and tear them. Let them place the halves upon each other, to show that they are exactly alike.

Give each child in a group 2 empty match-boxes. Let them take 2 beads and divide them, putting half in each box. Let them do the same with 4 beads, then 6, 8 and 10. If a child makes a mistake and puts 1 more bead in one box than the other, use the paper halves to show him that both halves must be the same. He will then be able to correct his mistake.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of an apple orchard or a fruit-shop.

(2) *Drawing to help Writing and Number* (Fig. 404)

- (a) 6 apples, arranged in 2's or pairs.
- (b) 2 heaps of apples. How many in each heap?
- (c) 3 baskets of apples.

(3) *Modelling in Clay or Plasticine*

Apples, baskets of apples. Let the children have real apples to handle. Call their attention to the exact shape, and the "pit" or

hollow where the stem is, etc. The children will enjoy modelling baskets full of little clay apples; the coloured picture will help them. Let them look at the baskets there.

(4) *Paper Cutting and Drawing*

With the help of some real apples, at which they can look, let them draw apples in pastels or crayons. These apples, or the best of them, can be cut out and arranged in a big bowl or basket. The teacher can draw a big bowl for each group. The children enjoy these pictures that they all help to make. In Fig. 405 the bowl has been drawn by the teacher and the apples pasted in position, some on top of the others. In Fig. 406 the bowl has been cut from blue paper and pasted on brown paper. The rim of the bowl has not been pasted, so that the apples can be slipped behind.

SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Dramatisation*

A SHOPPING game. A visit to a fruit-shop or a market.

(2) *Rhythmic Exercises (Revision)*

(a) Music. Quick four-four or two-four time. (1) The children run lightly on tiptoes pretending to be fairies. (2) The children do the same with arms outstretched, pretending to be butterflies.

(b) Balancing exercise. Marching with head and back held up, a small cube balanced on each of their heads.

(3) *Playground Games*

Have You an Apple? The teacher who represents the Farmer stands in a corner or at one side of the playground. The children follow him in groups calling, "Have you an apple to-day, Farmer?" The Farmer pretends to look in various places, and replies: "I will look in my barn." "I will look on my tree." "I will go and see," etc. Then quite suddenly the Farmer says: "Yes, I have," and tries to catch some of the children, who run back to their home as fast as they can. Any that the Farmer catches stay with him. The game begins all over again, but the children who are caught help the Farmer to catch the others.

(4) *Songs*

(a) Revise "Jack and Jill." Music in *Song Time* (Curwen). The children can act the rhyme as they sing it.

(b) "Apple-tree Song," music on pages 488-489.

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SECTION VIII : STORIES

APPLE-TIME

(STORY FOR COLOURED PICTURE)

BENNY'S father had a little apple orchard at the end of the garden. It was not very big, but the trees in it were good and bore many, many apples. Some trees had rosy-red apples, some had yellow, and one tree had little sweet brown apples. There were three trees of cooking apples too, and these were always green. They did not go red or yellow as the others did.

The weather was fine. The sun shone all day long. The apples on the trees grew bigger and bigger, and how they shone in their many colours!

"If I pick my apples now I shall get a lot of money for them at the market," said Benny's father. "I am afraid that if I wait for them to get any bigger a big wind may come one night and blow them down—then I shall lose half my good apples and that would be a pity."

"Daddy, we'll help you!" said Benny. "Alice and I don't go to school to-day. Can't we start this very morning?"

"Oh, yes, Daddy, do let us!" cried Alice, clapping her hands. "Baby Jane can come too and watch us!"

"Very well," said Daddy. "You will be a help, both of you, for you are sensible children and will not let the apples fall on the ground. They must be very carefully packed in the baskets."

"I wish I could come too!" said Mummy. "But I have your dinner to cook, and some cleaning and washing to do. You shall tell me at dinner-time all that you have done!"

The children took Baby Jane and ran up the garden. They opened the gate that led into the orchard, and danced with joy to see so many many red apples overhead!

Daddy came along carrying a great many baskets, some big and some small. "We will try to fill all these to-day," he said. "That will be a good start."

He fetched his ladder, and then the apple-picking began. Daddy went up the ladder with a basket. He balanced it on a branch safely, and then began to pick the apples. He put them carefully into the basket, and, when it was full, he took it down the tree and placed it on the grass. Then up the ladder he went with yet another basket.

There was no ladder for Benny or Alice. Daddy would not let them have one. So Benny chose an easy tree to climb and up he went among the apples. "Alice!" he called, "come under this tree. I will throw you down the apples I pick and you must catch them. You are very good at catching."

Alice ran to the tree. She held out her skirt to Benny to throw the apples into. Bump! Down came a red apple into her skirt. Bump! There was another! Bump! Bump! Benny threw them down fast.

"Wait a minute, Benny," said Alice. "My skirt is full. I must put these apples into a basket and then I'll come and catch some more. Baby Jane can help me."

"I'll just climb to another branch then," said Benny, and up he went. Alice ran over to Baby Jane. "Help me to put these lovely apples into a basket, Baby," she said.

Jane took the rosy apples and helped Alice to arrange them carefully in a big round basket. Jane's cheeks were as rosy as the apples!

"Be careful I don't put your cheeks into the basket by mistake!" said Alice, and Baby Jane laughed. She thought the apples were very pretty. She liked feeling them, so warm and round.

"Come on, Alice!" called Benny. "There are a lot of lovely apples here! Oh, look at Daddy! He has filled six baskets already!"

How hard they all worked! The sun shone down hotly. The children's faces were redder than the apples! Daddy climbed down from his ladder and called to them.

"You *have* worked well! Come and rest now. We'll sit down together on the cool green grass—and we'll all choose the biggest, reddest apples for ourselves and eat them!"

"Oooh!" cried the three children. They ran over to their father and sat down by him. He put a basket in front of them, full of red apples. "Choose!" he said to Alice. Alice chose a big red apple. "Now you," Daddy said to Benny. Benny took a beautiful, rosy-pink apple, round and smooth. "And now you, Baby Jane," said Daddy. Jane looked and looked into the basket. Then she pointed up into the tree overhead.

"I want a tree-apple," she said. "That one, Daddy, hanging in the sun!"

So Daddy picked the one she wanted, and then they all sat and munched their rosy apples.

"They *are* sweet and juicy!" said Benny. "Oh, what fun we are having! I *do* like apple-harvest time!"

BILLY'S SHOPPING

(STORY FOR PICTURE-SENTENCE CARD NO. 65)

"**B**ILLY, darling," said Mother, "will you take the shopping basket and go to the shops for me? I want a brown loaf from the baker's, some tea from the grocer's, and a pound of sausages from the butcher's."

"Of course I'll go, Mummy!" said Billy, and he put down his book and jumped up. He took the basket from the corner and went to the door.

"You are a good little boy, Bill," said Mother. "Here is a penny for yourself. Buy some sweets."

"Oh, thank you, Mummy!" said Billy, and off he went. He went to the baker's and bought a fine brown loaf. He went to the grocer's

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and asked for a packet of tea. He went to the butcher's and waited for a pound of sausages. They all went nicely into his basket.

"Now I have my penny to spend," thought Bill. He ran along to the sweet-shop—but on the way he came to the fruit-shop. Oh, what a lovely lot of apples, pears and plums in the window! There they lay, red, yellow and purple, and Billy stood and looked at them in delight.

The apples were a halfpenny each. Bill remembered that his mother loved to eat apples. He could buy her one—a nice rosy one! Then he remembered his little sister Nell. Perhaps he could buy her a plum for a halfpenny too. That would be a good way to spend his penny. How surprised Mother and Nell would be!

"I will buy a red apple for Mother and a plum for Nell!" he said to himself.

He went into the shop. "Please may I have a halfpenny apple and a halfpenny plum?" he asked the shopkeeper. He put his penny on the counter. The shopkeeper put a big rosy apple and a ripe purple plum into a bag and gave them to Bill. He popped them into his basket, and galloped home like a horse!

"I've bought an apple for you, Mother, and a plum for Nell!" he said. How surprised and pleased they were!

"You are the kindest little boy in the world, Bill!" said Mother, and she kissed him.

"Give Billy one of the new chocolate cakes you have made this morning, Mother," said Nell. "He has spent his penny on us—so we must give him something too!"

"Oooh! I do love chocolate cakes!" said Billy. Then down they all sat. Mother ate her apple and said it was very sweet. Nell ate her plum and said it was very juicy. Bill ate his cake and said it was the nicest he had ever tasted!

So they were all very happy indeed!

JACK AND JILL AND THEIR APPLES

(STORY FOR PICTURE-SENTENCE CARD No. 66)

"MOTHER, may we have a picnic?" asked Jack and Jill, running into the kitchen, where their mother was busy cooking.

"Yes, dears," said Mother. "I will give you a basket of cakes and apples. Then you can have a fine picnic!"

"Oh, thank you!" said the two children. They ran to fetch their basket. Mother filled it with cakes and apples. Off went Jack and Jill, carrying it between them.

"Let's go right to the top of Mill Hill," said Jill. "We'll take the dog with us. Bill, Bill, Bill! Come along, come along!"

Bill the dog ran after them. He could smell the cake in the basket! "Wuff, wuff!" It smelt good!

Jack and Jill went up the hill to have a picnic. The basket was

heavy. They had a rest half-way up and then they started off once more. Just as they were getting near the top, Jill spoke crossly to Jack.

"You are not holding the basket properly!" she said. "I am carrying most of it."

"No, you're not!" said Jack.

"Yes, I am!" said Jill.

"You're *not*!" said Jack, and he took hold of the basket more firmly.

"Wuff, wuff!" said Bill. He didn't like to see the children quarrelling.

Jill pulled at the basket. Jack pulled back—and as he wasn't looking where he was going, he caught his foot on a stone—and down he fell!

The basket went over. The apples rolled out—and oh dear me, as they were on a steep hillside, they rolled all the way down the hill—bumpity-bumpity-bumpity-bump! Down they went as fast as could be!

"Oh look!" cried Jill. "There go our lovely apples! Quick, Jack, we must catch them!"

The children ran after the rolling apples which were still going bumpity-bumpity-bumpity down the hill! Bill the dog ran too. He was clever. He caught one apple in his mouth. The apples rolled to the bottom of the hill and lay still. Jack and Jill picked them up, and then, oh dear, what a pity, they had to climb *all* the way up the hill once more!

"It serves us right for being so silly as to quarrel," said Jack. "We've lost one apple—and all the others are bruised. Don't let's quarrel again, Jill."

"No, we won't," said Jill. When they reached the top of the hill they sat down. They peeled their apples and ate them. They ate their cakes too—and Bill had one for himself. He *was* pleased.

"Wuff, wuff!" he said. "Cakes are much better than apples, Jack and Jill! What a good thing they didn't roll down the hill too!"

APPLE-TREE SONG

ENID BLYTON

CECIL SHARMAN

Key G || s :- .l | s :m | m :r | r :- |

Cheerfully

VOICE

Here's a love - ly ap - ple - tree,

PIANO

p

Full of ap - ples red, One for you and one for me,

Shin - ing o - ver - head Breez - es blow the

mf *p* *mf*

Apple-Tree Song (cont.)

ap - ple tree, Full of ap - ples round, One for you and

one for me, Tumb-ling to the ground. The

wind is in the ap - ple - tree, Down the ap - ples fall. One for you and

one for me, Plen - ty for us all!

Topic No. 34

Hazel Nuts

SECTION I : THE TALK

(The teacher should have hazel nuts to show to the class.)

WHO likes to go for a walk in the woods? It is fun at any time of the year. In the spring there are primroses to find, and pussy palm to pick, so soft and furry. In the summer we love the green shade of the trees. In the autumn we look for fruit—the ripe blackberries, the little wild, red strawberries, perhaps wild raspberries, and certainly the pretty nuts that hang on the hazel-tree. It is such fun to go out with our baskets and come home with them full of blackberries or nuts.

We all know the hazel-nut tree in the autumn when we see the nuts growing on it in green clusters. We know it in the spring too, because then it wears the pretty catkins we call lambs' tails! Who has seen the lambs' tails shaking in the wind? They are just like little yellow-green tails, wriggling away on the twigs!

In the autumn when we pick nuts, we may even then see the lambs' tails—for they are growing on the twigs—small, green, and tight, waiting for the early spring to come so that they may grow long and loose, full of yellow pollen-powder. The wind comes along and shakes the long catkins, and out flies the powder all over the place! If we have catkins in a vase and we shake them ourselves with our fingers we shall see the pollen-powder fly out. Our fingers will be yellow with it!

The catkins are the flowers of the hazel-tree. It has other flowers too, which we will look for this spring—funny little flowers, rather like brown buds with tiny bright-red spikes sticking out! It is from these queer little red-spiked buds that the nuts grow! We may never have noticed these little bud-like flowers, although we are sure to have seen the showy catkins swinging in the wind.

All through the summer the nuts grow slowly. At first they are green, but when the autumn draws near they turn brown. Then we know they are getting ripe. We take a stick and a basket and off we go to walk through the woods and look for the lovely nuts!

The hazel-tree has big broad leaves—but even if we do not know its

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leaves, we know its fruit—the nuts! They are so pretty—each in its ragged cloak of green. Sometimes the nuts sit alone on a twig—but usually we see a cluster together, sometimes two, sometimes four or five. We are excited then, and shout “Look! There are four nuts all together!” Then we knock the twig or branch with our stick, or hook it down to pick all the nuts. They are put into our basket, ripe, brown nuts in green coats, all ready to be cracked and eaten when we get home!

Our basket is soon full. The hazel-tree gives us plenty of nuts. It is not a very big tree—sometimes not much more than a bush, or even part of a hedge—but it is generous to us, and hides plenty of nuts among its green leaves. Soon, when the nuts are ripe, and are falling to the ground, the leaves change colour. They turn a pale yellow and drop slowly to the ground, covering up the nuts that have fallen. Then the tree is bare, and if we look, we may see the little tight, green catkins already growing for next year.

What is inside the brown shell? When we crack it we find the delicious kernel—a white nut, covered in a soft brown skin. We love to crunch it up in our teeth. Someone else likes to eat those sweet hazel nuts too. Who is that? The little squirrel! What does he do with the nuts? He likes to pick them, or to find them on the ground—then he gnaws a hole in them to get at the white kernel inside. Sometimes he hides the nuts away. Where does he hide them? And why does he hide them?

The little dormouse likes to feast on the ripe hazel nuts too. So does the nuthatch bird. He likes to tuck a nut into a cranny and then, with his strong beak, he hammers at it and cracks it open. He soon eats the white kernel inside! So, you see, many other creatures besides you like to visit the hazel-tree and find its pretty fruit.

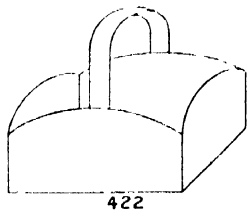
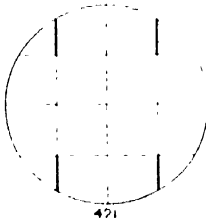
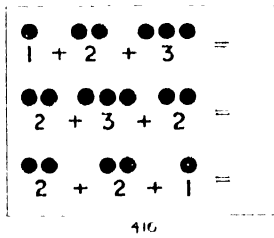
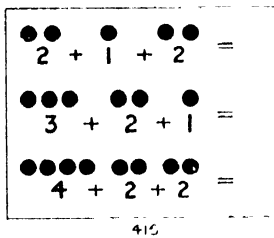
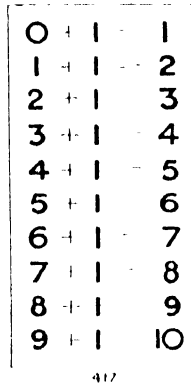
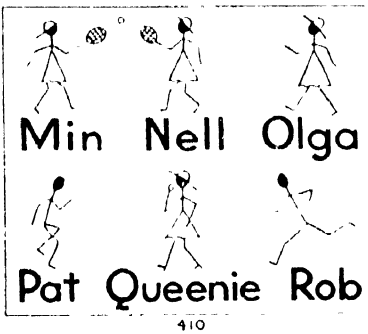
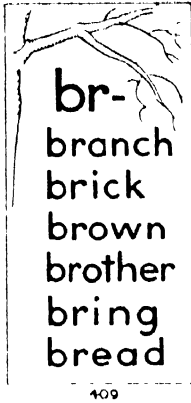
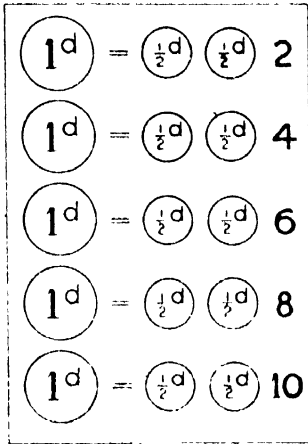
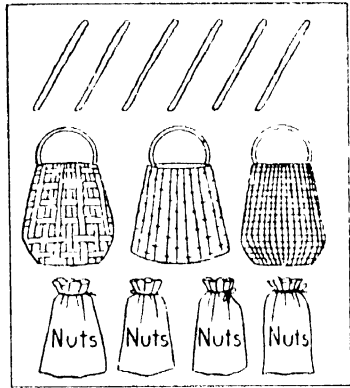
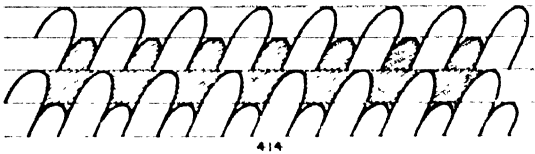
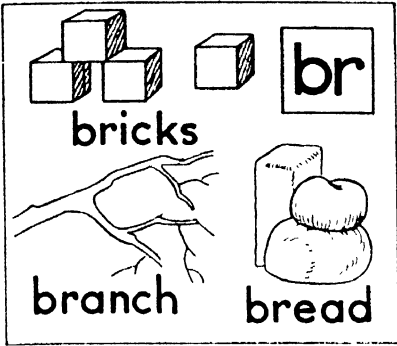
The hazel dresses its seed in three coats! Outside is the ragged green one that we can pull off with our fingers. Then comes the hard shell that we must crack. And the kernel itself, the nut we eat, has a brown coat too!

The hazel-tree hopes that when the squirrel hides away the nuts, he may forget where he has put some of them—then they will grow into tiny hazel plants, and new trees will be made! If you plant a hazel nut in a pot—without the shell—it will grow into a tiny tree. Wouldn't it be fun to do that?

SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

(1) **L**ET the children talk freely of all they would see on a country walk—trees, bushes, fields, hedges. Sometimes we come to many trees growing together—a wood.

(2) Sometimes flowers are to be seen, sometimes fruits. Let the children think of any wild fruits they know—blackberries, nuts, hazel nuts. It will be a new idea for children to think of nuts as *fruit*.



FIGS. 407-422.

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(3) Let the children tell anything they know about *nuts*—a hard shell. They must be broken or cracked. Let the children tell what is inside the hard shell.

(4) Who likes nuts? Show them some hazel nuts. Let the children talk about them—the brown nut and the pretty green or brown leaves that grow round it. Nuts are the squirrels' favourite dinner.

(5) Let the children tell what they remember of the squirrel.

(6) Children who know little about the country can talk about the nuts they have seen in shop windows and name all the kinds they know.

(7) Let the children tell what nuts really are—the seeds of the nut tree.

(8) Let the children talk about the coloured picture. The hazel trees are not tall. They look like bushes. The nuts grow in *clusters*. The nuts are brown. Let them give the children names and compare them with the children in the apple orchard. One boy is pulling down a branch with a cluster of nuts on it.

(9) Teach these rhymes:

(1) AUTUMN

There are nuts on the trees,
In their clusters of brown,
And the leaves are like butterflies
Fluttering down;
The cornfields are golden,
The sunlight is clear
And the apples are rosy
Now autumn is here.

UNKNOWN.

In the coloured picture the children will have seen the nuts growing in clusters.

(2) THE LITTLE NUT TREE

I had a little nut tree: nothing would it bear,
But a silver nutmeg and a golden pear.
The King of Spain's daughter came to visit me,
And all for the sake of my little nut tree.
I skipped over water, I danced over sea,
And all the birds in the air couldn't catch me.

OLD RHYME.

When the children say the above rhyme, let them act the last two lines.

SECTION III : READING PREPARATION

(1) Ear-training in Sounds or Phonics

(a) **R**EVISE the *z* sound. Let the children say all the words they know beginning with *z*—*Zoo, zebra, zigzag*. Remind them to put their tongue against the roof of the mouth (the palate) when they say the *z* in these words. What does the bee say? *Buzz, buzz, buzz*. There are some words that have *z* in the middle. Say the word *hazel*

very distinctly, and see how many children can hear the *z* sound. Write the word on the board and underline the *z*. Let all the class say it. Let some children say it alone.

What do we often do when we have a cold? We *sneeze*. Write this word on the board and let the children say it.

We call a little wind—a *breeze*.

In winter it sometimes—*freezes*.

Let the children notice as they say the words *hazel*, *sneeze*, *breeze*, *freeze*, that the tongue goes to the roof of the mouth when they come to the *z* sound.

(b) Remind the children of how fond *r* is of going with *t* and *d*. See how many words they can remember beginning with *tr*—*tree*, a nut *tree*, *trunk*, *train*, *tray*, *try*, etc.

See how many words they can remember beginning with *dr*—*drum*, *dress*, *drip*.

(c) Words beginning with *br*. Tell the children that *b* is often followed by *r*. Let them listen carefully to the sound of *brown*, nuts are *brown*. *Branch*—nuts grow on *branches*.

Get from them other words by suggestion—What do we always eat for breakfast and tea? *Bread*. Some child may hear the *br* in *breakfast*.

The sun is very ——. Let the children supply the missing word.

What do they often use in the number lesson? *Bricks*. Some children may think of *brother* and *bring*. Show them the picture card for *br* (Fig. 407) or draw the pictures on the board. Let the children say the words carefully, giving each consonant its proper sound, both at the beginning and *end* of the word. Correct speaking means better spelling later on.

(2) Word Recognition

Print this sentence on the board from picture-sentence card No. 28, and see how many children can point to the word *bread*:

“Eggs, apples, milk, *bread* and butter for breakfast.”

Revise the names of the colours—*red*, *orange*, *yellow*, *green*, *blue*, *violet*. (See Topic 28.) Add *brown* to the colour chart (Fig. 408). Print the word *brown* on slips of paper, and let the children place them on all the things in the room that are brown. Let the children name all the brown things they know. Print on the board:

What is brown?

Then write in under the things named by the children thus:

A *brown* dog.

A *brown* squirrel.

A *brown* dress.

A *brown* nut, etc.

(3) The Sentence Method

Let each child give a sentence about nuts or about the coloured pictures. Write some on the board for the children to read. A child

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likes to see his sentence printed on the board. Choose a good sentence to remain up during the week, or a verse, for example:

Nuts half-brown come tumbling down,
In the merry month of September.

The children may remember the last line, "In the merry month of September," from last week.

Tell the children the story of how Ted and John went to gather hazel nuts, and fed a little squirrel. Help the children to retell the story. Some of the slower children may have difficulty in pronouncing the word *squirrel* although they have had a lesson on the squirrel. See that every child can say this word correctly. Show them picture-sentence card No. 67. Let them talk about it. Read them the sentence underneath:

"Come to my basket, little squirrel, I have hazel nuts for you."

Teach the sentence in the usual way. Let the children notice the sound of *sq*. Remind them that *q* is always followed by *u*. Write the word *squirrel* on the board, so that the children will recognise it when they see it again. Remind them of the *z* sound in *hazel*. *Basket* may be new to them, but the picture will give them a clue to this word.

Tell the children the story of Hazel and her umbrella. What did she find under the umbrella? *Brownies*.

Show them picture-sentence card No. 68. They will like to talk about it. How many Brownies can they see? Read them the sentence:

"There are brownies hiding under my umbrella."

The children may find this sentence difficult to say. Some little ones should practise especially the words *brownies* and *umbrella*. Call their attention to the sound of *br* in *brown*. Children with quick ears may hear the *br* sound in *umbrella*. Call all the children's attention, and say the word slowly to them.

Let the children act the story. They will like pretending to be brownies.

Let them make drawings for these sentences. The weaker children must come out in turn, both to read the new sentences and revise the old ones.

The best children match sentences with sentences and pictures, and make sentences with loose words. Some can read sentences from a home-made reading book or a simple primer, if the new words have been taught on the blackboard.

Revise especially picture-sentence cards No. 28 and 30.

(4) Letter Recognition and Spelling

z is a letter that is not often seen by the children, so many may have forgotten it. Show them again the picture card for *z* (Fig. 329, page 399). Let them look for a picture-sentence card containing words beginning with *z*. Write all the words they know containing *z* on the board—*buzz*, *Zoo*, *zebra*, etc.

Print *br* on the board. Print words under it beginning with *br* for the children to read. Let the children themselves suggest some words. A card can be made for words beginning with *br*, as shown in Fig. 409. Let the children add words to this list as they meet them. This makes the list more valuable.

Continue to revise the capitals. Revise *M, N, O, P, Q, R*. Draw another family of six pin children. Ask children to suggest names for them beginning with these letters. Choose the shortest names. Those shown in Fig. 410 are very suitable. Print the names on the board under the pin children in the right order. Remind the children why capitals must be used for these names. Show them how to make each capital. *M* and *Q* are perhaps the most difficult. Let them look through their picture-sentence cards to find some of these capitals. Leave this card (Fig. 410) up for the week. Let them look at the other two pin families of 6 again, and some children may be able to say all the names in the order of the alphabet.

SECTION IV : WRITING

- (1) **P**RACTISE the capitals *M, N, O, P, Q, R*. Let the children draw a capital and a small letter side by side, so that they get to know the right size for capitals.
- (2) Writing and drawing words from a copy and from memory—*zigzag, zebra, hill, nut*.
- (3) Some phrases for the children to draw and write. These help the children to learn to space their letters and words. Some little ones find spacing very difficult (Fig. 411).
- (4) A transcription exercise. A sentence chosen from the sentence cards or from the story.
- (5) Let the children select any other sentence from the picture-sentence cards, and try to write it unaided on boards or paper.
- (6) A memory exercise. The phrases in Figs. 412 and 413.
- (7) Special practice of *z* for those who have forgotten it, or any other letter that needs practice by certain groups.

Writing Patterns

Suggest patterns for the weaker ones to revise. Care must be taken that slow children do not waste time. Fig. 414 shows a pattern that may be useful to suggest.

SECTION V : NUMBER

- (1) **C**OUNTING to 50, or for some to 70.
 - (2) Learning the composition of numbers 1 to 10.
 - (3) The use of cards for simple addition.

Give the more intelligent children cards like those shown in Figs. 415 and 416. The duller children should have more work with apparatus—especially Tillich's bricks. Their addition sums will still be "How

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many more do we want to make the 1 brick as tall as the 5?" As the children begin to tackle addition sums, the addition tables can be gradually set out on the board.

In the oral work, include questions the answers to which lead to the appearance of this table on the blackboard:

$$0 + 1 = 1.$$

$$1 + 1 = 2.$$

$$2 + 1 = 3.$$

$$3 + 1 = 4.$$

$$4 + 1 = 5.$$

The sum cards contain these facts put in different ways; for example, $2 + 1 = 3$ and $1 + 2 = 3$. This table grows by degrees. Finally, write the addition table (Fig. 417) on a card. It is one that by means of oral and constructional work should be memorised by the children of five.

(4) Pennies and Halfpence to Five Pence.—Let the children have 5 pennies and 10 halfpennies cut out in brown paper. (Loose cardboard coins can be bought from Philip & Tacey—Halfpennies, 1s. per 100; Pennies 1s. 2d. per 100.)

The teacher should have real coins for demonstration. Let the children tell what a halfpenny or ha'penny is—half a penny. Let them take a brown-paper penny and fold it into two halves, then put a ha'penny under each half. Let them arrange their pennies in a vertical line, and put the number of ha'pennies opposite each penny, as in Fig. 418. Let them tell how many ha'pennies in two pence, three pence, etc. Let the children put out *one* penny and *one* ha'penny, and teach the words "three ha'pence." Give them some easy sums, such as: How many $\frac{1}{2}$ d. dolls for 2d.? etc.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of children gathering nuts, or any nuts the children know.

(2) *Drawing to help Writing and Number* (Fig. 419)

(a) Sticks for the nut pickers.

(b) Bags or baskets of nuts.

(3) *Paper Cutting or Brush Work or Crayon Work*

A hazel nut (Fig. 420).

(4) *Paper Modelling*

A basket for nuts made from a circle (Fig. 421). Fold a circle as shown in Fig. 421. Cut along the dark lines. Fold as for a box (Fig. 422) and gum the sides. Arrange a paper handle from side to side. The basket can be decorated with cut paper shapes. These baskets prettily crayoned or painted are useful at Christmas-time for sweets.

SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Rhythmic Exercises (Revision)*

REST.

We'll all lie down and rest awhile,
In darkness, in darkness;
We'll all lie down and rest awhile,
In darkness soft and still.

Song Devices and Jingles (Harrap).

Let the children dance and play anywhere about the room. As the children hear the song they all stand still. At the end of the verse every child should be asleep.

(2) *Playground Games*

Catching the rope. The teacher has a long rope in her hand, and walks or runs about the playground with it inviting any child to catch it. She shakes and twists it as she goes along to make it all the more difficult to catch. The child who catches it can then have the rope.

(3) *Songs*

- (a) "The Little Nut Tree." *Song Time* (Curwen).
- (b) The song on page 503. "Autumn."

SECTION VIII : *STORIES*

A DAY IN THE WOODS

(STORY FOR COLOURED PICTURE)

MAY was sitting in the garden all alone, wishing she had someone to play with. She had bathed her dolls. She had read her book. She had tidied her toy cupboard—and now there really didn't seem *anything* to do!

"I do wish I could play with someone!" she thought. Just as she was thinking that, she heard a noise down the lane of children chattering and laughing. She jumped up and looked over the hedge.

She saw Tommy, Eileen and Roy coming along, carrying baskets and sticks.

"Where are you going?" she shouted.

"We are going for a day in the woods!" called back Tommy. "Would you like to come? We'll wait for you if you would. Go and ask your mother if she will give you some lunch."

"Oooh, how lovely!" squeaked May, in delight. "I was feeling so lonely!" She ran indoors to her mother.

"Mother, Mother, Tommy and Eileen and Roy are outside, and they are going for a day in the woods. Can I go too?"

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"Of course you can," said Mother. "I will make you some tomato sandwiches, and give you some cake and an apple. Fetch the basket."

In three or four minutes May ran off to join the others. She carried a basket with tomato sandwiches, cake and an apple inside. What fun! Off they all went and soon came to the cool wood. They ran between the trees, shouting. They found some ripe blackberries and ate those. Tommy found four little wild strawberries and they had one each. They were sweet and juicy.

"Now let's have our dinner," said Tom, sitting down. "I'm hungry!"

They all ate their lunch. How they did enjoy it! It was such fun to have a picnic. When they had finished they carefully folded up the bits of paper and the paper bags and tucked them away at the bottom of their baskets. The woods were so beautiful that they did not want to spoil them with ugly papers blowing about.

"It would be nice to fill our baskets with something to take home!" said May.

"Well, let's look for nuts!" said Roy. "I brought a stick and so did the others. We thought we might find some ripe nuts to eat—but if we find enough we could fill our baskets too! That would be fun."

"There are some hazel-trees over there," said Tom. "Come on, everyone, we'll see what we can find!"

So off they ran, in great excitement. How lovely to take full baskets home to Mother!

"Oooh! There are lots and lots of nuts!" cried Eileen. "Look! There are lovely big clusters up there. Tom, can you reach them with your stick?"

Tom hooked down the branch with his stick. Eileen picked four nuts. "One for each of us," she said. "Roy, did you bring the nut-crackers? Mother said we were not to crack the nuts with our teeth."

Roy had the crackers in his pocket. He soon cracked the nuts—and inside was the sweet kernel. How the children did enjoy crunching up the nuts!

May found a little tree so full of nuts that she could hardly believe her eyes! She did not need a stick to pull down the branches, nor did she need to jump at the nuts and knock them down as Tom did. She could just put up her hand and pick them nicely. She dropped the pretty green-cloaked nuts into her basket, and it was not long before it was full up to the top!

"Come to *my* tree!" called May to the others. "My basket is full, but there are still plenty of nuts left."

When it was time to go home all the baskets were full. Wasn't it lucky to be able to take full baskets to the woods, and full baskets *back* from the woods! The children were delighted!

They ran home, singing. May rushed indoors and called her mother. "Mother, Mother, here is a present for you! It was so kind of you to pack my basket for me this morning—and now I have packed it for you!"

"Oh, how lovely, May!" cried Mother. "What beautiful nuts! They are just what Daddy and I like. What a feast we shall have!"
 "It was a happy day," said May. "The nicest I have ever had!"

THE FRIENDLY SQUIRREL

(STORY FOR PICTURE-SENTENCE CARD NO. 67)

TED and John had gone nutting. Each year they took their basket and went off together to the woods. Mother paid them fourpence a basket, and it was a lovely way of earning money. They knew just where the best nuts grew.

This morning the nuts were ripe and brown. They sat in their green coats on the trees in big clusters, waiting to be picked. It was not long before the basket was full and the two boys thought they would go home.

But suddenly Ted stopped. "Look!" he said to John. "There's a little squirrel! Isn't it sweet!"

Sure enough a small red-brown squirrel was peeping at them from behind a tree. It was the prettiest little thing, with bright black eyes and a big bushy tail.

"It seems rather tame," said Ted. "Wouldn't it be fun if we could make it come to us, John."

"How do you call it?" said John. "What can we say?"

"Come to my basket, little squirrel, I have hazel nuts for you!" cried Ted, and he showed the squirrel his basket of nuts.

The squirrel ran away—but it stopped at the next tree and looked round at the boys. It saw the basket of nuts. It made a little barking noise of excitement—and then to their great delight it ran straight back to them, jumped up on to their basket, took a cluster of nuts in its tiny paw and ran off again. It bounded up a tree-trunk, sat on a branch and began to gnaw one of the nuts!

"Oh, wasn't that lovely!" said John. "It jumped right *on* to our basket! It knew we wanted to give it a nut! I am so glad it knew we were its friends!"

They ran home to tell Mother. She was pleased too. "Animals will always be friendly to you if you are kind and friendly to them," she said. "Now you will have a little squirrel friend to visit whenever you go to the woods. You *are* lucky."

HAZEL'S UMBRELLA

(STORY FOR PICTURE-SENTENCE CARD NO. 68)

HAZEL had a fine new umbrella. She was very proud of it, for it was a pretty green, and looked lovely when it was put up.
 She did wish it would rain—but the days were fine and sunny, and it seemed as if Hazel never *would* be able to use her fine umbrella.

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"Well, dear, take it out into the garden and *pretend* it is raining!" said Mother. "You can have a fine game like that."

So off went Hazel, carrying her umbrella over her arm as Mother did. She looked up at the sky.

"Dear me!" she said. "I do believe it's going to rain! I must put up my umbrella!"

She put up her big green umbrella and walked on. How proud she felt! "It is pouring with rain!" she said. She was only pretending of course, but she really felt as if the rain were pouring down. "What a good thing I have my umbrella! I should be wet through if I hadn't!"

She walked down the garden. She came to the lilac bush. She pretended this was her house. "I shall go indoors," she said. "But I must leave my umbrella out to dry. It is so very wet." She left it, still up, on the grass to dry. Then she went under the lilac bush and pretended to take off her hat and coat. Soon she heard a funny little chattering noise, and she ran out from the bush. The noise seemed to come from her umbrella. How strange! Hazel peeped round it—and whatever do you suppose she saw? Why, there were four little Brownies there, hiding under the umbrella! They thought it was a tent and had come to live in it!

"Mother, there are Brownies hiding under my umbrella!" cried Hazel. "Come and see!"

But before Mother could come, the four Brownies had gone! They were frightened and ran into the flower-beds.

"I do wish I'd seen them!" said Mother. *I wish I had too—don't you?*

AUTUMN

CECIL SHARMAN

With a steady swing

Key A mi.
Doh = C

VOICE

PIANO

There are nuts on the trees, In their
clus - ters of brown, And the leaves are like but - ter - flies,
Flut - ter - ing down. The corn - fields are gold - en, The sun - light is clear, And the
ap - ples are ro - sy, Now Au - tumn is here!

p *p* *mf* *mf* *p*

(daintily)

Topic No. 35

Autumn Leaves

SECTION I: THE TALK

(The teacher should have a plentiful supply of autumn leaves.)

IN autumn-time most trees want to go to sleep for the winter. They do not need their leaves any more. They want to be bare and quiet, and then, when the warm days come again, they will grow new leaves, and whisper in the breeze all the summer through.

So, when the cold winds blow, the trees drop their pretty leaves—but first they put on gay colours and look very lovely. Sometimes they colour their leaves pale yellow, as the hazel-tree does. Sometimes they turn red and gold, like the prickly blackberry leaves. The beech-tree changes to a rich gold and stands gleaming in the autumn sunshine, a most beautiful sight to see. The oak changes to a pretty brown. The birch dresses itself in yellow and so does the horse chestnut. We pick up the leaves as we come to school, because they are so pretty. The wind blows them down to our feet and we love to shuffle through them. They say “shoosh, shoosh, shoosh!” as we kick them along. It is a lovely sound to hear!

What pretty shapes the leaves are! Some are broad, like the hazel leaves. Some are long, like the horse chestnut. Some are feather-shaped like the oak-leaves. Let us look at some and see what other shapes there are. (The children look at the various leaves and try to liken their shapes to something—to fingers, hands, feathers, and so on.)

Now we will look at their colours, and hold our leaves up to the light to see how beautiful they are! Here is a big horse-chestnut leaf. Hold it up to the sun—what a lovely yellow it is! Here is a beech leaf—a wild cherry leaf in a lovely pink dress—a pale golden hazel leaf, etc., etc. (The teacher shows what leaves she has. They will all look twice as lovely held up to the sunlight so that the rays shine through them.)

What colour are the leaves in the early spring? They are a lovely, tender green. In the summer they are a deep green, in the autumn they change again, this time to all kinds of colours, as we know. In the winter the tree stands bare—but down in the ditch below, under the

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hedge, and all about the floor of the wood lie the old leaves, now brown and rustly, blowing here and there in the wind.

The leaves come fluttering down by the hundred in the autumn. It is fun to go and catch them as they fall. It is said that for every leaf you catch you will have a happy day next year—so catch as many as you can! It is lovely to go out in the woods on a windy autumn day and see the leaves whirling about our heads. It is fun to walk through them, and fun to collect them into heaps!

What happens to the dead leaves in the winter-time? They lie under the hedges, and in every corner, rustling when the wind blows. Some are used by the little hedgehogs to make their winter hole cosy. Some are taken by the robin in the spring-time to help in making a nest. The squirrel takes some to hide his nuts. Oh, there are many little creatures that like to use the dead leaves!

Our gardens are very untidy in the autumn. After a frosty or a windy night the leaves have fallen down by the hundred. Then along comes the gardener or our fathers, with their big brooms, and swish-swish-swish, the leaves are swept up into great piles! Sometimes we dig them into the ground to make the soil good. Sometimes we burn them on a big bonfire, and then we dance round and shout for joy.

The trees do not mind losing their pretty leaves. On every twig they grow tight little brown buds, and inside these are packed new leaves, waiting for the spring days next year. Then, in their turn they will unfold, and grow into tender green leaves to dress the tree. And again, in the autumn, they too will change to red, orange, yellow and brown, and will dance in the breeze as they flutter round and round, falling to the ground.

SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

(1) **L**ET the children talk about leaves and tell about their colour and shape. Show them leaves of different kinds and draw shapes on the board.

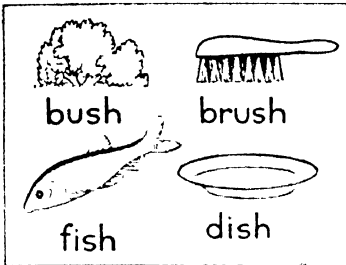
(2) What are leaves like in summer? What happens to some leaves in autumn? In winter?

(3) A good deal of valuable work in oral composition can be done in connection with the coloured picture.

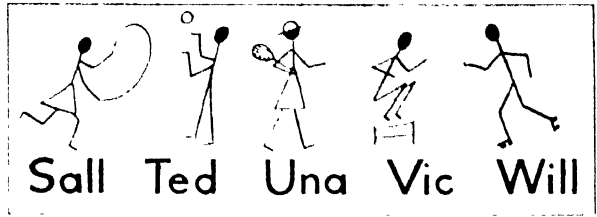
What are the leaves doing? Some are falling down slowly—fluttering down. Some are dancing round or wheeling or whirling. The children can whirl round like leaves.

(4) What are the children doing? They are making a great pile of leaves. What is Dick doing—brushing up the leaves. It helps in asking questions if all the children in the picture are given names first. Little ones enjoy choosing names. What is Tom doing? Tom has a wheelbarrow full of leaves.

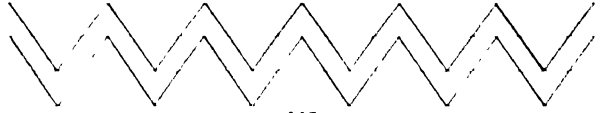
(5) How can one tell it is a windy day? What sound perhaps is the



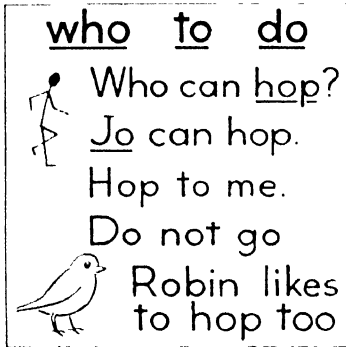
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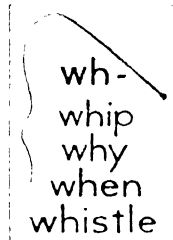
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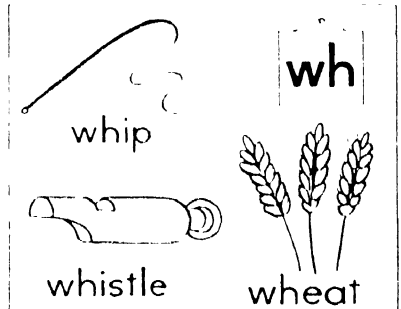
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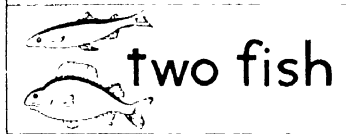
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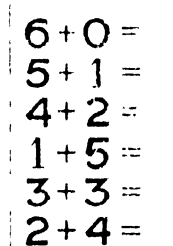
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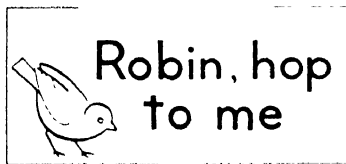
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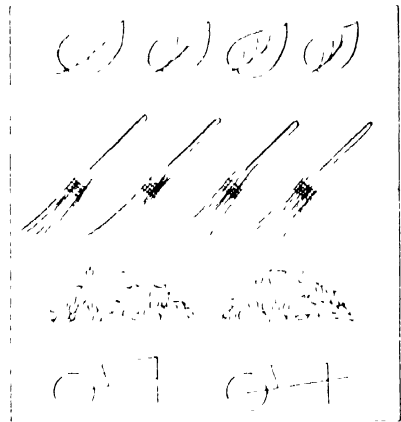
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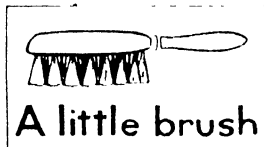
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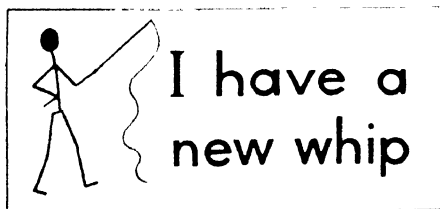
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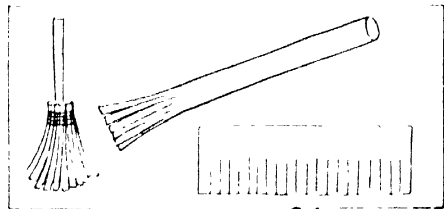
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430



432



436

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wind making? Whistling through the trees or saying “Whoo! Whoo! whoo! whoo!”

(6) Give the children practice in saying these words correctly—*leaf*, *leaves*.

(7) Teach the colours—red, yellow, brown, orange. Let a child find a red leaf in the picture.

(8) Teach these rhymes:

(1) THE SLEEPY LEAVES

The sleepy leaves come tumbling down,
Their summer coats are faded brown;
But what cares each little sleepy head,
As he flutters down to his winter bed?
For “we’re sleepy, oh! so sleepy, oh!”

“Good-bye, good-bye, you dear old tree,
For Mother Nature calls, you see;
We played in your arms all summer long,
And we danced with the breeze to the robin’s song,
But we’re sleepy, oh! so sleepy, oh!”

So all the leaves come tumbling down,
Each in his winter dress of brown,
For they’re sleepy, oh! so sleepy, oh!

Let the children pretend to be leaves as they say this poem and flutter about. At the last two lines they fall asleep.

(2) AUTUMN LEAVES

The leaves are dropping from the trees,
Yellow, brown and red.
They patter softly like the rain—
One landed on my head!

But when the sleep of winter comes
They cuddle down to rest;
Then Mother Nature tucks them in
With snow as she thinks best.

SECTION III : READING PREPARATION

(1) Ear-training in Sounds or Phonics

(a) **T**HE sound *sh* at the end of a word. Remind the children of the picture of the children gathering nuts. Some children stood by a *bush*. We use a *brush* to sweep up the leaves. Let the children listen to the sound at the end of these words. Write them on the board and underline the *sh*. Show them the pictures on a card (Fig. 423), or draw these pictures on the board. Let the children read the

words. Let the children tell as many words as they can which end in *sh*, e.g. *hush, rush, push, wish, splash*. Little ones often find it difficult to recognise sounds at the end of words. If the slower ones know two words well—*dish* and *brush*, it will help them to hear the sound of *sh* in other words. Do not call attention at present to the different sounds of *u*. The children learn *bush* as a sight word. Their attention is on the first and last sounds in these oral lessons.

(b) The combined sound of *w* and *h*. Print the letter *o* on the board and let the children tell the different sounds it can make:

(1) The short *o* in *orange, cot, on, dot*.

(2) The long *o* in *go, so, Jo*.

(3) And the *oo* sound in *to, do, who*. Tell the children they will learn about words with double *o* that are pronounced like *to*, and *do*. Let a child stand before the class and make the sound of *oo* or *to* and *do*. The other children watch to see what shape his mouth makes. It looks just as if he were going to whistle. The teacher, if necessary, can show them again, and let all the children say *oo*, noticing their lips.

Ask what other letter is sounded with the mouth shaped liked this. If the children cannot guess, draw a *w* on the board and write words beginning with *w*—*woods, winter, wind*. Show them the picture card for *w*. (See Topic 2.)

Put *wh* in front of *o*, and let the children say the word *who*. Point out that *h* is by *w*, so we must breathe out on the *w* or *oo* sound. This will give the correct sound for *wh*, and the children will get the word *who*. Show them picture card for *wh* (Fig. 424) and let them read the words—*whip, whistle, wheat*. Let them think of other words beginning with *wh*, *whiff, white*. Leaves *whirl* and *whisk* about in the wind.

There are many words beginning with *wh* that ask questions. *Who? Where? What? When?* The *h* sound must be exaggerated at first, in order to impress its presence and to prevent the little ones from pronouncing *when* as *wen*.

This is a good sentence for oral work:

The leaves whirl and wheel about in the wind.

Let the children make up sentences using the words *who, when* and *where*, e.g. "Who likes toffee?" "Who went out?" etc.

(2) Word Recognition

Print on the board or on a card, words containing the three sounds of *o* as in Fig. 425—*hop, go, to, who*. Let the children often read these words and sentences so that they can recognise the words anywhere. They can make up little stories using these words.

(3) The Sentence Method

Let each child give a sentence about leaves. The coloured picture will help children who are lacking in ideas or mental pictures. Write some of their sentences on the board for the children to read. Choose a suitable sentence to remain on the board for a few days, for example:

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I like to *brush* the leaves up with my *broom*.

See if every child can pick out two words beginning with *br*. Remind them of the sound of *sh* in *brush*, the sound of *w* in *with*, etc.

Other sentences:

The wind makes the leaves dance.

"Whoo! whoo!" says the wind as it blows the leaves away.

Tell the children the story of Wendy and her little dog Wag. She and her little dog went to sleep in the sun on a heap of leaves and the wind blew them all over her. She was surprised when she woke up. Show the children picture-sentence card No. 69. Let them talk about it. What woke Wendy up? Perhaps the leaves tickling her face. Read to them or let them try to read the sentences underneath. They tell what Wendy and Wag said when they woke up.

"Where am I?" said Wendy.

"Bow-wow," said Wag, "I do not like leaves."

Let the children notice the *wh* sound in *where* and the *w* sound in *Wendy*, *wow*, *Wag*. The *oo* sound in *do* and the short *o* in *not*.

Tell the children the story of Willy who was always asking questions. "Why? Why? Why?" he said from morning till night. Let the children tell some of the questions he asked.

"Why do the leaves fall down?"

"Why does the wind blow?"

"Why do trees have leaves?"

"Why do leaves turn brown?"

Let the children tell how Willy was cured. Show them picture-sentence card No. 70. Let them talk about it. Willy is running away from the brownies. What are they saying?

Read the children the sentence underneath:

Willy was followed by the brownies who cried out without stopping, "Why? Why? Why?"

Let each child read the sentence carefully, paying special attention to *who* and *why*.

Let the weak children point to certain words; for example, tell a child to point to the word *brownie* or *cried*, etc.

Revise picture-sentence cards Nos. 8, 9, 18, 24, 40.

Let them read the sentence strips on Sheet No. 6, Topic No. 32. Children who can read these without matching them with the pictures are probably ready for a primer. Let the better ones read a primer or a home-made reading book. The weaker ones can be taught over again in a group the sentences they cannot read.

Let the children dramatise the story of Willy.

Illustrating these sentences will give the children much pleasure.

(4) Letter Recognition and Spelling

Print words ending in *sh* on the board. Let the children look at each word carefully as they say it, for example, *push*, *bush*, *hush*, *brush*, *fish*, *dish*. Give the children giant letters, rub all words off the board, say

the word *push* several times and let each child who hears the sound of her letter come forward. Several words can be spelt in this way.

Print *wh* on the board. Let the children suggest words beginning with *wh* to go in under. If they cannot suggest any, draw a *whip* on the board, then they will soon remember *why*, *when*, *whistle*, etc. Make a card for words beginning with *wh* that the children can add to as they find these words or think about them (Fig. 426).

Continue to revise the capitals. Revise *S*, *T*, *U*, *V*, *W*. Most of these are easy as they are like the small letters.

Draw a family of five pin children. Call them *Sall*, *Ted*, *Una*, *Vic*, *Will*. The children may be able to suggest some of these names. Print the names on the board, letting the children notice the capital letters. Make a card for these capitals as shown in Fig. 427. Leave it up for the week. Let the children look through their picture-sentence cards and find words beginning with the capitals in Fig. 427. Let the weaker children revise the other cards showing pin families. Write some of the children's names on the board.

SECTION IV : WRITING

(1) **P**RACTISE the capitals *S*, *T*, *U*, *V*, *W*. Let the children draw a capital letter and a small letter side by side.

(2) Writing and drawing words from a copy and from memory—*whip*, *brush*, *dish*, *fish*.

(3) Some phrases and pictures to be written from copy and from memory: *two fish* (Fig. 428). *A little brush* (Fig. 429). *My dog Wag* (Fig. 430). Other old phrases once written from copies should also be written from memory. The children should be encouraged to remember as many phrases and pictures as they can.

(4) Writing a sentence and its picture, first from a copy and then from memory. Only children who can write a number of phrases from memory should attempt a sentence from memory. Fig. 431 and Fig. 432 show two sentences.

(5) The children have also been writing their picture sentences and drawing them on boards or on brown paper without lines. This big, bold style is suitable when the child's whole attention is on the sentence, but in the actual writing lesson the child must think about the formation of the letters. In the writing lesson he has half-inch lines to guide him, and copies each word letter by letter. This is a great help to spelling.

Writing Patterns

Let some children do writing patterns, while the weaker children have special help in writing words. Fig. 433 shows a pattern made from rows of joined *W*'s. Let the children see what patterns they can make with *W*.

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SECTION V : NUMBER

(1) **C**OUNTING 1-40. Count the number of children in the class by counting round the class or by allowing one child to do the counting.

(2) Upstairs and downstairs two at a time.—Arrange the bricks in order from 1-10. Let some children count them forward and backward, touching each brick in turn. Then count both ways with eyes shut. Choose other children to do the same. Now call upon different children to put alternate bricks, the 2, 4, 6, 8, and 10 bricks, flat on the table. Ask what bricks are left. Let a child count upstairs two at a time, beginning with one, and then count downwards from 9. Let several children do this, touching the bricks in turn. Let others count in this way with their eyes shut. Put all the bricks in position again. Now let different children put the odd numbers flat on the table, leaving the even numbers standing. Count upstairs and downstairs two at a time as before.

(3) Continue to teach the composition of numbers by addition cards, for example, the number 6 as shown in Fig. 434.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of falling leaves and leaves being swept up into heaps, etc.

(2) *Drawing to help Writing and Number* (Fig. 435)

(a) A row of leaves. Let the children draw what leaves they know and crayon them different colours—red, orange, yellow, brown. Let them draw as many leaves as they like. Let them count how many red leaves, etc.

(b) Let them draw a row of brooms for brushing up the leaves.

(c) Heaps of leaves.

(d) Wheelbarrows for carrying them away.

(3) *Paper Cutting or Brush Work*

Leaves of different shapes and colours. The children should have real leaves to copy. The teacher can help them to see the shape by drawing certain leaves on the board. Colouring the leaves helps the children to know the colours—*brown, red, orange, yellow*.

(4) *Toy Making*

A brush. Roll a piece of paper to make a good handle, and stick it to keep the roll in place. Fringe one end as in Fig. 436. Fringe also a strip of paper and wind it round the fringed end of the handle to make a better brush. Paste, pin or tie this in position (Fig. 436). Let the children brush their desks with these brooms.

SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Dramatisation*

THERE are a number of simple dramatic plays in connection with this topic.

(a) Let the children pretend to sweep up leaves, making the right movements with their arms.

(b) Let the children form a circle and sing these words to the music on page 518:

The leaves are green, the leaves are brown,
They hang so high, they won't come down.
Leave them alone, till the frosty weather,
And then they will all—come down together!

OLD RHYME.

They reach up as high as they can while they sing the first three lines. When they come to the words "come down together" they all fall to the floor very quickly.

(c) The children again form a circle and sing these words to the music on page 519 as they pretend to be leaves.

Round and round and round we go,
Here and there and yonder!
Round and round, then comes the snow,
Round and round—and under.

The children dance round like leaves at the first line, scatter at the second, come together again, and dance round slowly, sinking as the snow covers them.

(2) *Playground Games*

Any of those already given.

(3) *Songs*

(a) The rhymes given above. See music on pages 518–519.

(b) The song on page 520, "Dead Leaves."

SECTION VIII : *STORIES*

A BUSY MORNING

(STORY FOR COLOURED PICTURE)

"I DON'T like Saturdays!" said Dick. "No school! Nothing to do!"

"I wish it was always Wednesdays," said Tom. "We have handwork then, and I like it best of all."

"Horrid old Saturday!" said Irene. "I never know what to do. I like working and really *doing* something."

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"Dear, dear, dear!" said Mother, coming into the playroom. "What a lot of grumblers! So you like working, do you? Well, you shall work for *me*!"

"What at, Mother?" asked Tom.

"At sweeping up all the leaves in the garden!" said Mother. "Come and look how untidy they are. There is such a big wind to-day, and the leaves are falling down by the hundred. Gardener is not here this morning, and Daddy will be cross to see the garden so untidy this week-end."

"Are *we* to sweep up the leaves, Mother?" asked Irene, joyfully.

"Yes," said Mother. "And you can really work *hard* at that! There are two brooms in the shed, one a big one and one a small one. Go and get Mollie from next door and ask her to help. Tom can get his wheelbarrow and fill it with leaves to take down to the rubbish-heap. Dick can make a big pile for Daddy to clear away this afternoon. Now off you go, all of you, and let me see how hard you can work!"

"What fun!" shouted Tom. "Come on, everyone, put on your hats and coats. Go and fetch Mollie, Irene."

It was not long before all four children were busy. The wind blew hard. "Whoo-oo! Whoo-oo! Whoo-oo!" it said as it blew through the trees. "Shush-shush!" said the leaves on the trees, and a great many broke off and went fluttering down. The wind took hold of them before they reached the ground and whisked them here, there and everywhere!

"Look at them whirling and wheeling and whisking about!" shouted Tom.

"I wish I was a leaf!" cried Mollie, dancing round and round. "I feel like one! Here I go, fluttering round and about—and now, bump, I'm on the ground—but the wind is blowing me again!"

"Oh, you're a leaf, are you!" said Dick. "Well, I'll sweep you up! Swish-swish-swish! I'll brush you right away into that bush! Here I come!"

"Oh no, no!" shouted Mollie, skipping away. "I'm a little girl again! Don't brush me away, Dick!"

"Come and help to sweep up the leaves then!" said Dick. "We are supposed to be working hard, not dancing like a leaf!"

The wind whistled through the trees and down fluttered hundreds more leaves. What fun it was! Dick was sweeping them up well, and Mollie took the little broom to help. Irene began to make a big pile of leaves. It grew larger and larger! What *would* Daddy say when he saw it? It was as big as Irene herself!

"Look at my pile, look at my pile!" cried Irene. But just then the wind came to look, too—and it blew away some of the leaves. How cross Irene was!

"You naughty wind!" she cried. "How dare you blow away my leaves? They are not yours any longer. They are mine. Daddy wants them so that he can dig them into the garden and make good earth for his seeds. Do not blow away my leaves!"

"I have got my wheelbarrow full," said Tom, proudly. "Look, Irene; look, Mollie. I am going to wheel it down to the rubbish-heap. Here I go!"

"The wind is coming to steal a few from your barrow!" shouted Dick, as the wind came swooping down once more. "Look out!"

"Mollie, come and sit in my barrow on the top of the leaves!" said Tom. "Then they won't blow out. I'll give you a ride!"

So off they went, with Mollie riding in the barrow. It was such a joke because the wind could *not* blow the leaves out now that Mollie was on top of them!

By dinner-time you should have seen the garden—as spick and span as could be! All the lawns were swept, all the paths, and even the garden beds were cleared of leaves! Mother could hardly believe her eyes when she looked out. There was a great pile of leaves in a corner that Dick had made, ready for Daddy. Mother was very pleased.

"Well, if you work as hard at school as you work for me," she said, "I am sure you will all be top of your classes!"

"It was lovely, lovely work!" shouted the children. "We *have* had a busy morning, Mother—and we are *so* hungry!"

"I've a lovely dinner for you," said Mother. So she had. What do you suppose it was?

WENDY AND THE LEAVES

(STORY FOR PICTURE-SENTENCE CARD NO. 69)

WENDY and Wag went out to play in the sunshine. What a lovely day it was! The sun was shining brightly, the wind was saying "Whoo-oo," as it blew the leaves down from the trees, and everywhere was looking lovely.

"Let's sweep a big pile of leaves!" said Wendy to Wag. "That would be fun!"

So she got her little brush and swept up such a nice pile of leaves. Then she sat on top of them. "Come on, Wag," she said. "Sit here with me in the warm sunshine. How hard we have worked."

Wag sat on the leaves, too. The sun was hot and Wendy and Wag were both tired. The leaves were very nice and soft. Wendy lay down on them and pretended they were her own bed.

"Come into my bed with me, Wag," she said, sleepily. "Let's go to sleep in the sunshine!"

In a few moments the little girl and the little dog were fast asleep. The sun shone down on them and kept them warm. The wind saw them lying there, and thought he would play them a trick.

So up he came and blew hard at their bed of leaves. "Whoo-oo! Whoo-oo!" he went. He whistled round, and he whisked half the leaves into the air. Up they flew and fluttered all round in a cloud. They twisted and twirled and whirled round and round—and in the middle of it all Wendy woke up.

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She sat up in the greatest surprise. There was nothing of her to be seen except her head! She couldn't see Wag at all! He was quite hidden! But soon he poked out his little head and tried to see where he was.

"Where am I?" said Wendy. "Bow wow!" said Wag. "I do not like leaves!"

In a moment or two out they got and shook the leaves from themselves. "We were the babes in the wood!" said Wendy to Wag. "We were all covered with leaves! Let's go and tell Mother what the wind did!"

Off they ran—and Mother said she did wish she could have seen Wendy and Wag peeping out of the pile of fluttering leaves. Look at the picture and you will see how they looked!

WILLY AND THE BROWNIES

(STORY FOR PICTURE-SENTENCE CARD NO. 70)

MOTHER called Willy a why-boy. Do you know what a why-boy is? It is a little boy who is always saying "Why? Why? Why?"

Willy did ask *so* many questions! He began when he got up in the morning and he didn't stop till he was asleep at night.

"Why is the water wet?" he would say, when he washed his hands.

"Why is the fire hot?" he would say when he warmed his hands. Oh, the questions he asked!

"Why does the wind blow? Why does the sun shine? Why do my fingers grow on my hands and not on my feet? Why do my eyes see? Why does the moon shine at night? Why are there no stars in the daytime? Why do I have breakfast when I get up, and not tea? Why does my cocoa steam? Why—why—why?"

"Oh, dear, oh, dear!" his mother would sigh. "Do be quiet, Willy. You don't listen to any answers, so it's not much use telling you anything—you just say 'why—why—why,' all day long for nothing!"

"Why mustn't I?" said Willy. But his mother wouldn't answer him. She sent him out to play. He ran out into the garden. As he was playing round the trees he saw a crowd of tiny brownies looking at him. Willy was most surprised. He ran up to them and stared.

"Why are you there?" he said. "Why are you so small? Why are you dressed like that? Why are you in my garden? Why . . ."

The little men frowned at the small boy, and then, oh, dear, Willy was followed by the brownies who cried without stopping "Why? Why? Why? Why? Why? Why?" You should have heard them! "Little why-boy, why, why, why, why, why!"

Willy ran away, frightened. He didn't like to have "why, why, why," shouted at him like that. The brownies flew all round, still shouting. "Why, why, why, why!"

Willy ran indoors. His mother looked up in surprise.

“ Why are you in so soon ? ” she asked.

“ Oh, Mother, don't say ‘ why ’ to me ! ” said Willy. “ I never want to hear it again. I shan't say it again myself either, unless I *really* want to know something ! ”

His mother never knew *why* he changed—but *we* know why, don't we!

THE LEAVES ARE GREEN

CECIL SHARMA

Fairly fast

Key Bb

VOICE

p

The leaves are green, the leaves are brown, They

PIANO

p

mf

hang so high, they won't come down. Leave them a-lone, till the

mf

f

fros - ty weather, and then they will all ——— come down to - geth-er!

p

ROUND AND ROUND

CECIL SHARMAN

Brightly

Key Eb || m :— :r ld :— :m | f :— :m lr :— :t |

VOICE *mf*

Round and round and round we go,

PIANO *mf*

|| s :— :f lm :— :s | l :— :— lr :— : | l :— :s lf :— :l |

Here and there and yon - der, Round and round, then

|| t :— :l ls :— : | d' :— :t ll :— :t | d' :— :— ld :— : ||

comes the snow, Round and round and un - der.

DEAD LEAVES

ENID BLYTON

CECIL SHARMAN

Rather solemn

Key Ab || : | *p* : d . t, | l, : l, . s, ||, : d . t, | l, : . s, ||, : t, . d |

VOICE

Did I hear someone say that the leaves were dead? Well, it's

PIANO

p

p

|| r : t, . t, | m : r . m | f : r . r | s : - . s, || l, . l, : t, . t, | d . d : r |

mf

pp Fast and light

quite a mis-take, for in brown, gold and red, They're hustling bustling rustling a-bout,

mf

pp

|| d . d . d : r . r . r | m . m . m : f | r . m . f : s . m . d | l, . t, . d : r |

cresc.

Hur-ry-ing, flur-ry-ing, scurrying out, Live - ly and mischievous, merry and gay-

cresc.

|| s : . m || . f . m : r . l, . l, | m : . s, | d : - | - : ||

f broadening to end

Quick

No, I don't think the leaves can be dead, to - day!

f

p

Topic No. 36

The Robin

SECTION I : *THE TALK*

EVERYONE knows the friendly robin! We see him so often in our gardens, hopping about on his long legs, looking at us with his big black eyes. We see him even if we live in a big town—and certainly we see him at Christmas-time on many Christmas cards!

He is our most friendly bird, and is very easy to tame. Most gardens have a robin, and we should always try to know ours and to tame him for our own bird-pet. Robins are quite fearless once they trust us, and will fly down to our hand to take a grub, or even sometimes peck a bit of biscuit held between our teeth!

What is the robin like? We can all say what colour his pretty breast is—a bright red! His wings are a soft brown, and, if we can get him to come close enough, we shall see a lovely blue line running round his red breast. We know his perky little tail, his long legs and bold black eyes. We know that he has not a thick beak like the brown sparrow's—but a thinner, more pointed one. He does not like to eat the hard seeds as the sparrow does—he likes insects, spiders, worms—and crumbs of bread on the bird-table, or a nice potato baked in its jacket.

In the spring-time the robin looks for a nice little wife. When he has chosen one they go to look for a place to build their cosy nest. Where shall it be? The robin likes to build low down if he can, and he likes his nest to be in something that once belonged to us, his friends. If he can find an old kettle, a tin, a saucepan or an old boot thrown away in a ditch he will be sure to choose that for his nesting-place! He and his wife line their kettle or boot with roots and leaves and moss, making a lovely soft nest. They weave cow-hair and a few feathers into it, and then the mother robin lays her pretty red-speckled eggs. Perhaps she has four, perhaps five. She sits on them and keeps them warm. The cock-robin flies off to find food for her, and sometimes sings her his beautiful creamy song to cheer her up.

The eggs hatch out into tiny birds. They soon grow their feathers and the father and mother robin are very proud of their babies! Both go off to find food for the hungry little nestlings, whose beaks are always

TWO YEARS IN THE INFANT SCHOOL

open for tit-bits ! At last the youngsters are old enough to fly away—and out they go on their first big adventure with their mother and father ! They all leave the nest and follow their parents.

They learn how to fly. They learn how to look for their food. They learn that cats are their enemies. What a lot of lessons there are for baby birds to learn !

You might not know young robins if you saw them—because they do not have red breasts ! They have speckly brown breasts, and not until the next year do they get red ones. You see, it would be dangerous for young birds to have such bright breasts. Their enemies would see them too well and might catch them easily. When they are older, and able to look after themselves better, they have their red breasts—but not till then !

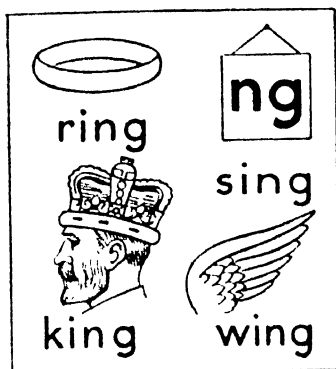
In the autumn, when many birds fly away to warmer lands, where there is plenty of food for them, the robin stays at home with us. Each robin chooses a garden or a hedge, or part of a wood for himself, and will not let any other robin share it with him. He knows that there will only be enough insects or grubs in his little patch for himself—so he fights any other robin that tries to steal his piece of garden or hedge, and drives him away. If we see robins fighting in the winter or autumn we shall know why ! It is because each robin likes to have a little piece of land for himself—then he will not starve !

The robin loves to come to us when we are gardening. Who knows why ? Yes—it is because he knows that in our digging or weeding we may turn up a caterpillar or other grub that will make a good dinner for him. So he comes to watch us whilst we garden. He sings a dear little song to us, very rich and sweet. It is not a long song, but lovely to listen to. He likes to sit on the edge of the wheelbarrow, or even on the handle of our spade, if we leave it stuck into the earth for a minute or two ! We feel very pleased then—it is so nice to have a little bird near to us, not afraid at all.

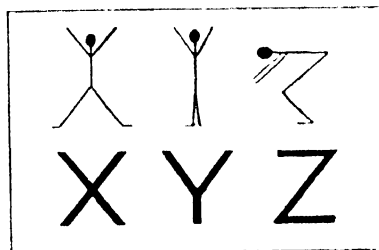
In the winter-time, when it is cold, the robin finds a cosy hole for himself. He may cuddle into a hole in a haystack. He may find a barn and tuck himself away in a corner to keep himself warm. There he sleeps through the long cold nights, flying out in the morning to hunt for his food. When it is frosty weather it is hard for him to get his breakfast, so we will always put out crumbs for him and a saucer of water. Then he will fluff out his feathers and sing us a song of thanks !

SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

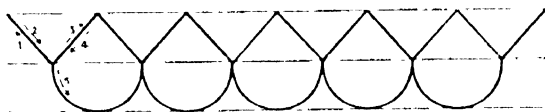
- (1) LET the children talk freely about the birds they know. Get as many children as possible to say something about birds.
- (2) Let them tell what they know about the sparrow. (See Topic 23.)
- (3) Let them tell how birds dress—feathers, *quill* feathers. How



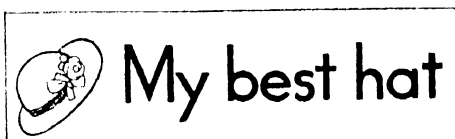
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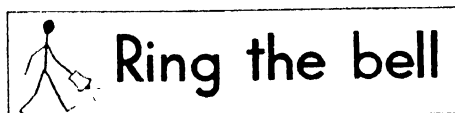
441



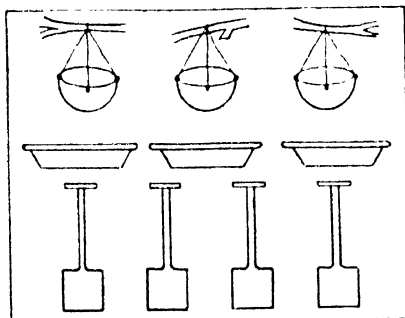
447



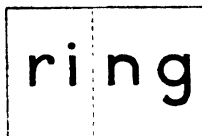
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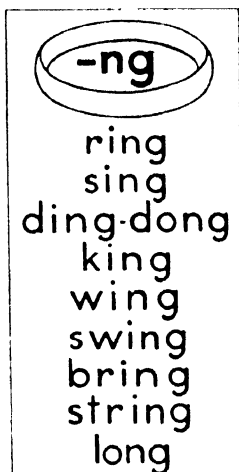
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449



438



440



439



442



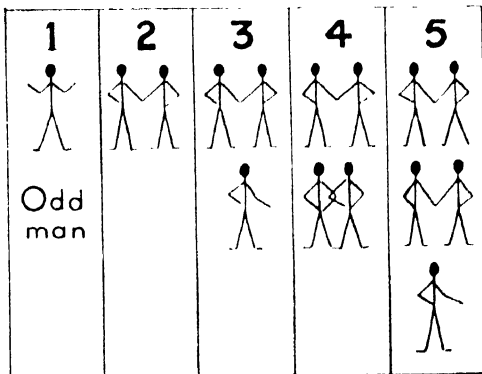
450



444



446



448

FIGS. 437-450.

TWO YEARS IN THE INFANT SCHOOL

they take care of their feathers. How they keep warm in winter, by fluffing out their feathers, etc.

(4) Let them describe the cock-robin. The coloured picture will help them—red breast, brown wings, plump body. Baby robins.

(5) The nest and eggs. The robins live in pairs (compare with squirrel). They sing a pretty song.

(6) Where the robin sleeps in winter. In a barn or hole in a haystack. How he sleeps.

(7) Robins are friendly birds. Perhaps a child has fed a robin and can tell about it.

(8) Perhaps the children can tell how we can help birds in winter. They do not fear the cold, but they need food and water.

(9) The bird-table. What shall we put on it for the robin?

(10) Teach these rhymes:

(1)

Little Robin Redbreast sat upon a tree,
Up went Pussy cat and down went he;
Down came Pussy cat, and away Robin ran:
Says little Robin Redbreast, "Catch me if you can."

Little Robin Redbreast jumped upon a wall,
Pussy cat jumped after him and almost got a fall,
Little Robin chirped and sang, and what did Pussy say?
Pussy cat said "Mew, Mew," and Robin jumped away.

OLD RHYME.

As this rhyme is said, one child can act the part of a cat and one the robin.

(2) THE WINTER ROBIN

Robin, Robin Redbreast,
O, Robin dear!
And a crumb of bread for Robin
His little heart to cheer.

W. ALLINGHAM.

(3) THE BIRD'S SONG

Ding, dong! Ding, dong!
I'll sing you a song.
It's about a little bird.
He sat on a tree,
And he sang to me,
And I never said a word.

OLD RHYME.

Let the children say these words very carefully—*ding, dong, sing, song, sang*.

SECTION III : READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

(a) **S**HOW the children the separate letters *n* and *g*. Point to the first word on the picture card in Fig. 437. Let the children tell the whole word from the picture and then listen to the sound of each letter. Write the word *ring* on the board and draw a dotted line dividing the word in the middle as in Fig. 438. Let the children say the word again. Help them to sound *ng* as a united sound, not *rin-g*, but *ri-ng*. This helps them to see that the *n* has a different sound from *n* in *net* or *no* or *nose*. Let them say the other words on the card—*sing*, *king*, *ring*, *wing*. Let them think of other words ending in *ng*—*bring*, *swing*, *thing*, etc. Some of these can be got from the children by suggestions. Care should be taken to see that the sounds are correctly made by each individual child. This is more important in these particular lessons than the recognition of the words. Revise rhyme “Sing! Sing! What Shall I Sing?” (Topic 3).

(b) Let the children tell what the picture shows in Fig. 439. Print *nest* on the board, sounding each letter. Show the last two letters, *s* and *t*, separately, with movable letters. Hold up *s*, and get the right hissing note, then place *t* beside it and let the children combine the two. This will help them to avoid the common mistake of omitting or slurring over the last consonant; for example, pronouncing *nest* as *ness*. The final *t* must be clearly enunciated. Let the children think of other words that end in *st*—*best*, *rest*, *breast* (robin redbreast), *most*, *post*, *fast*, etc. Most of these words will have to be suggested. Little ones find it difficult to recognise letters at the end of words. Let them make up sentences using some of these words. I have a *best* dress. After a game we *rest*. I can run *fast*. The robin has a red *breast*. I like him *best* of all the birds. A robin sat on a *post*.

(2) *Word Recognition*

Teach the best group of children who are beginning to read primers any new words they will need. Useful first reading books are *The Mastery of Reading Approach Book*, and *First Steps* (MacDougall). The children will know most of the words in these books.

(3) *The Sentence Method*

Let the children suggest sentences about the robin to go on the board. Write up some for the children to read. Choose especially some sentences, however short, from the backward children. Many children like this sentence:

The robin has a red breast.

See that they say the word *breast* carefully.

Tell them the story of Dick and his robin. Let the children retell

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parts of the story. When did the robin always come to Dick's garden? Read them "The Robin," by Laurence Alma-Tadema:

"When father takes his spade to dig,
Then robin comes along;
He sits upon a little twig
And sings a little song.

Or if the trees are rather far,
He does not stay alone,
But comes up close to where we are
And bobs upon a stone."

Show them picture-sentence card No. 71. Let them talk about it. Some of the quicker children may guess the sentence underneath. Let them read it.

"When father takes his spade to dig,
Then robin comes along;"

Teach the sentence in the usual way to all those who cannot read it. Test those who can read it to make sure they are not saying the words from memory. Tell a child to point to the word *spade* and so on. Let each child read the sentence. There are some words that must be carefully said—*when* (*wh*), *father* (*f* and *th*), *dig* and *along* (*g* and *ng*), *then* (*th*). Careful speaking leads to careful spelling later.

Tell the children the story of how Jack and Ned played they were firemen. They made such a noise that they frightened all the little birds away. Let the children retell the story. They will enjoy acting it and pretending to be firemen like Jack and Ned.

Show them picture-sentence card No. 72. Let them talk about it. How have Jack and Ned made their fire-engine? Let the children tell what Jack and Ned cried as they ran along. Some sentences can be put on the board for the children to read.

A house is on fire.

We are firemen.

We will put out the fire.

Get out of the way, boys.

The fire-engine is coming.

Here come the ladders, etc.

Then read them what it says underneath the picture.

"Ding-dong! Ding-dong! See the fire engine. We are going very fast."

Let each child come out, talk about the picture and read it while the rest are illustrating it and writing the sentence. Remind them of the *n* sound in *Ding-dong* and *going*. Some children will remember the word *engine* from Topic 26. See that the word *fast* is carefully said, especially the *st*. Some children may need to practise the *f* and *v* in *fire* and *very* *fast*.

Let them act the story again as the talk about the sentence-picture will give them more ideas.

Hang up again these picture-sentence cards, and test the children on them: Nos. 1, 3, 52, 53, 58.

Mount on stiff paper the new set of sentence strips on Sheet 8, p. 536B, then cut them into strips. Give them to groups of children in turn. See (a) how many can read them without matching them with a picture; (b) how many walk to the picture-sentence cards (these should be hung up ready for use. Put among them some pictures that do not belong to the sentence strips), find the right picture, and then read; (c) how many cannot match the sentence strip with the sentence picture. These children should be but a very few now and will need special help.

Let some children make sentences with loose words, some read and draw any picture-sentence card they like, some read a simple primer or home-made reading book, etc., while the weak ones have special help.

(4) *Letter Recognition and Spelling*

Print *ng* on the board and words ending in *ng*. Let the children look at each word carefully as they say it. Give the children giant letters and let them run out and make words given by the teacher. The teacher says the word *sing*. The children holding the letters *s*, *i*, *n*, *g*, come out, arrange themselves in the right order and build up their letters. The class read the word *sing*. Let the children themselves suggest words ending in *ng* to write on the board. Make a card (Fig. 440) for words ending in *ng* that the children can add to as they find them.

Revise the capitals *X*, *Y*, *Z*. These are on the whole easy because they are like the small letters; on the other hand *X* and *Z* are not very familiar. Tell the children that very few names begin with *X*, *Y*, or *Z*, so three pin figures will be drawn on the board called Mr. X, Mr. Y and Mr. Z. Draw them as shown in Fig. 441. Write on the board three words beginning with these capitals (Fig. 442). Tell the children that Christmas is often written in a short way, *Xmas*. *You* has a capital letter when it begins a sentence; *Zoo* is spelt with a capital when it is used for the name of a garden in London where birds, animals and creatures of all kinds live.

SECTION IV : WRITING

(1) **P**RACTICE of some capitals, especially *Y* or any with which the children need help.

(2) Writing and drawing words from a copy and from memory: *ring*, *wing*, *king*, *nest*, *Zoo*, *post*. Revise some old word cards.

(3) Some phrases and pictures to be written and drawn from a copy and from memory, for example, Fig. 443. Revise phrase cards already used.

(4) Writing sentences and drawing pictures from copies, and then

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from memory. Figs. 444 and 445 and 446 show useful sentences. The children will also like to write a sentence about the robin.

(5) Memory exercise. Any word which the child can think of, with or without illustrations. This gives the child the opportunity of writing *any* word he knows. He is not restricted to three-letter words or any words taught. The majority of words written in this way are often wrongly spelt, but this does not matter greatly. The aim of the exercise is to make children realise that words stand for other things besides pictures.

A Writing Pattern

A writing pattern for the children who can profit by it. Fig. 447 shows a row of joined *V*'s. The children make this pattern without lifting their pencil from the paper. To make the *V*-shape part of the *V*, they go *up* to the left and down, then *up* to the right and down, then round to begin another *V* shape. Let the children do two or three rows and colour them how they like.

SECTION V : *NUMBER*

(1) **C**OUNTING to 40 or 50. Use bead chains threaded in 10's.
(2) Counting backwards from 10. Let the children imagine the stair 1-10 is before them and count upwards and downwards, touching every stair. Count upwards from 1, missing a stair each time. Count forwards and backwards from zero to 10.

(3) Continue to give, especially to quick groups, the addition cards already described. Backward children can have easy cards.

(4) Odd and even numbers. Let the children have pieces of paper divided into 10 columns. Let them draw the figures from 1 to 10 at the head of each column. Tell them to draw a pin man on the left side at the top. He has no partner. He is an odd man. Under figure 2 let them draw 2 pin men and continue as shown (Fig. 448) up to number 10. Let the children tell which numbers can be grouped in 2's, and which have an odd man. Give the name "odd" numbers to these, and tell the children that the others are "even" numbers. Remind children of the numbers of their houses. In a street the odd numbers are on one side and the even numbers on the other. This is why the postman has to keep crossing from side to side.

Let the children have counters or beads and group each number in 2's. For example, let them have 10 sticks and group them in 2's. They can fasten them in 2's with elastic bands. Let the children tell how many sticks in 1 bundle, 2 bundles, etc. Let them put 3 bundles together. How many 2's? How many sticks in three 2's? Let them put 4 together and tell how many; then do the same with 5.

Put the five 2's in a line and let the children take away a bundle at a time, saying 2 from 10 leaves 8, 2 from 8 leaves 6, etc.

SECTION VI : *DRAWING AND HANDWORK*

(1) *Free Expression Work*

FREE expression work of the robin; or father digging and the robin watching him; or a fire engine, etc.

(2) *Drawing to help Writing and Number* (Fig. 449)

- (a) Drinking cups for the robin (half a coco-nut). How many?
- (b) A dish of crumbs. Let the children draw dishes for 5 robins and colour them.
- (c) Spades for digging. Let them draw the spades in groups of 2.

(3) *Modelling in Clay or Plasticine*

- (a) A dish.
- (b) A drinking cup for robin.

(4) *Paper Modelling*

A barn where robin sleeps (Fig. 450). This is made very much like the stables in Topic 10. A square is folded into 16 squares.

SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Dramatisation*

ACTING the stories.

(2) *Rhythmic Exercises (Revision)*

Music, Lubin or Looby Loo, from *Song Time* (Curwen).

The children nod the time while the tune is played.

This singing game can be simplified for little ones of four and five. The children form a circle. (The circle dance at the end of each stanza can be omitted for the little ones who cannot control themselves enough to hold hands while moving swiftly.) As the children sing the words they act them:

Here we clap loo-by loo,
Here we clap loo-by lay,
Here we clap loo-by loo,
All in a merry play.

Put your right hands in,
Put your right hands out,
Then give your right hands a shake, shake, shake,
And turn yourselves about.

Then "left hands," "right feet," "left feet," "all your noddles." End each stanza with, "Here we clap (dance or skip) looby-loo," etc.

TWO YEARS IN THE INFANT SCHOOL

(3) *Playground Games*

Tossing the Ball.—A child has a rubber ball; the others stand round. The child calls out another child's name, and throws the ball as far away as he can. The child called runs for the ball, while the others run away. When he picks up the ball, he runs after the others, and tries to hit one of them with it. The one hit takes the ball and stands at the top of the playground. The others gather round and the game begins again.

(4) *Songs*

The song on pages 534-535 "My Friend."

SECTION VIII : *STORIES*

JIMMY'S ROBIN

(STORY FOR COLOURED PICTURE)

IN Jimmy's garden lived a fine cock robin. You should have seen him! He had a beautiful red breast and the brightest black eyes, and he flew down beside Jimmy every time the little boy went to dig in his garden.

Jimmy gave him crumbs each day, and the robin picked up all the grubs that Jimmy turned up in his digging. He often sang a little sweet song to Jimmy, and once, for just a moment, he flew on to Jimmy's head and stood there! Wasn't that friendly of him!

Then one day Jimmy was ill. He had to go to bed, and the little robin missed him badly. He hunted all over the garden for Jimmy, but he was nowhere to be seen. So the robin thought he would go and look in the house. Perhaps Jimmy was there!

He looked in all the windows—and at last he found Jimmy, lying in bed, looking very miserable, for the little boy was lonely. The robin flew in at the open window and sat on the bottom of Jimmy's bed.

"Tweet tweet, chirry, chirry, chee!" he sang. Jimmy opened his eyes, and sat up in delight.

"Why, it's my robin!" he said. "Oh, robin, how nice of you to come and find me! I've been so dull lying here in bed! Do come and see me every day!"

"Tweet, tweet, I will!" said the robin. He flew down on to Jimmy's blanket and sang a little song there and then he flew out of the window again. He had thought of such a good idea! He had a little wife and they were looking for a good place to build their nest. What fun it would be if they could find a place in Jimmy's bedroom! Jimmy was such a nice boy, and the little robin would like to build somewhere near his friend.

He found his wife and told her his good idea. Then together they flew back to Jimmy's bedroom and looked into every nook and corner to see if they could find a good place to put their nest.

"What about behind this bookcase by Jimmy's bed?" said the cock robin. "There is just room there."

"Tweet, chirry chee!" said the hen robin. "Yes, that will be fine!"

So, for the next few days, Jimmy had a lovely time, watching the little robins build their nest in his bedroom! He didn't tell anyone, because he was afraid that Mother might say they were making a mess. He just lay and watched the little birds fly in and out—sometimes with a wisp of root, sometimes with two or three dead leaves, sometimes with a bit of moss.

One day the cock robin pecked a few hairs out of Jimmy's hair-brush! Jimmy did laugh! The hairs went into the nest too. Then the hen robin sat down on her cosy nest behind the bookcase and laid four pretty red-spotted eggs. Jimmy could just see them if he peeped behind the bookcase. It was so exciting!

"I can't understand how it is that Jimmy is so good and happy, staying all this time in bed," said Mummy to the doctor. "He is just as good as gold!"

Jimmy knew why he was so happy and good. It was because he had two little friends living behind his bookcase. But he didn't say a word!

One day the eggs hatched out into tiny baby birds. The two robins sang loudly for joy. Jimmy sang for joy too! He was just as pleased as the robins. He peeped behind the bookcase and looked at the baby birds each day. Sometimes the two robins would fly off to get food for them, and Jimmy would look after them. He promised the robins that he would not let pussy come into the room.

And then the little robins grew so big that it was time for them to fly away! And do you know, they all got out of the nest and flew about the room! Just imagine that! Jimmy laughed so loudly—and just at that moment his door opened and in came Mummy with the doctor!

"Well!" said Mummy, in surprise, "wherever did all these birds come from?"

And then Jimmy had to tell about the nest and show Mummy and the doctor where it was built behind the bookcase. Mummy was so surprised!

"But I am very sad now," said Jimmy, "because, you see, the babies are flying away and I won't see the robins any more. They will be about the garden, with their father and mother. It is time they flew out of this room."

"And it is time *you* flew out of this room too!" said the doctor, smiling. "It is lovely sunny weather and you are to lie out in the garden all day long now—so you will be able to see your robins all the time!"

Jimmy was so pleased—and now he and the robins are in the garden together, and Jimmy is nearly well again. He has six tame robins— isn't he lucky!

TWO YEARS IN THE INFANT SCHOOL

DICK'S GARDEN

(STORY FOR PICTURE-SENTENCE CARD No. 71)

DICK and his father were very fond of gardening. But dear me, things didn't grow very well in their garden, for there were so many slugs and caterpillars, and they ate all Daddy's cabbages and all his lettuces. They ate Dick's little patch of mustard and cress too, and when he planted seeds and they came up small and green, the slugs came and gobbled them all, so that there were none left to grow.

"Oh, Daddy, I do such a lot in my garden, but nothing ever grows properly," sighed Dick. "It is such a pity."

And then there came a small red-breasted robin to live in his garden! Dick saw it first and was pleased. "Look, Daddy," he said, "here is a robin, perhaps it will help us to garden."

"A robin eats insects and slugs and caterpillars," said Daddy. "We will tame our robin so that he will live with us in the garden, and help us to get rid of our small enemies!"

So they were kind to the robin. Sometimes they saved crumbs for him, sometimes bits of potato, and once Dick gave him the scrapings out of the milk pudding. The robin ate them all.

He came to Daddy and Dick when they were gardening. At first he wouldn't come very near. Then he came nearer—and nearer still—and at last he was so tame that he would stand on the watering-can or on Daddy's spade when he gardened. Daddy was pleased. So was Dick—because the robin often flew down to the ground and picked up the grubs that Daddy's spade turned over. He ate the slugs too. Dick told Mother all about it.

"When father takes his spade to dig, then robin comes along!" he said. "You should come and see him, Mother. He is so pretty!"

And do you know, since Dick made friends with his robin, all Daddy's cabbages and lettuces, and all Dick's seeds and mustard and cress have grown beautifully! Isn't that good!

"We can have cabbage for dinner, and lettuce, and mustard and cress for tea, and flowers for Mother!" said Dick, to the friendly robin. "You are such a help to us, little bird! Thank you for coming to our garden!"

THE FIRE ENGINE

(STORY FOR PICTURE-SENTENCE CARD No. 72)

JACK and Ned had seen the fire engine go down their street to put out a fire in a shed not far away. They thought the firemen were grand! How they did wish they could have a fire engine of their own!

"Let's make one!" said Jack. "We can get our little cart, can't we—and we can hang a bell on it for the fire bell! It will ring as we gallop along!"

“ And we’ll have a watering-can full of water to put out a fire! ” said Ned. “ Oh, what fun! ”

So they got their little cart, and they hung a bell on it, as you can see. They filled Daddy’s watering-can with water and then they went to show Mother their fine fire engine.

“ My goodness! ” said Mother, in surprise. “ You are certainly firemen now, with a fire engine of your own. There is a fire at the bottom of the garden. Go and put it out for me, please! ”

“ Ooh! The bonfire! ” said Ned. “ Yes, we’ll put it out for you, Mother! Come on, Jack! ”

They took hold of the handle of their cart and tore down the garden, dragging the fire engine after them.

“ Ding-dong, ding-dong! ” went the bell.

“ Here comes the fire engine! ” shouted Ned. “ We are brave firemen! Here we come to put out the fire. ”

“ Ding-dong! Ding-dong! See the fire engine! We are going very fast! ” shouted Jack. “ There’s a house on fire! Make way for the firemen! ”

They galloped down to the end of the garden. The bonfire was there, burning brightly. Ned took the watering-can and poured the water out on to the fire.

“ Sizzle-sizzle-sizzle! ” said the fire, and the flames died down. Jack filled the watering-can from the pond and then he had *his* turn at pouring the water on the fire.

“ Sizzle-sizzle-sizzle! ” said the fire and went right out.

“ Hurray, hurray, the fire is out and everyone is safe! ” shouted the firemen. “ Here we come back again with our fire engine! ”

So back they galloped and Mother said thank you for all their help. Wasn’t it a lovely game to play ?

MY FRIEND

ENID BLYTON.

CECIL SHARMAN

Perky, but not fast

Perky, but not fast

Key Eb, 4/4

VOICE

1. His two bright eyes are bold and black, His legs are long and ve - ry thin, His

PIANO

mp *p*

Musical score for "The Caroling Bird". The score includes a vocal melody and piano accompaniment. The vocal line is in 2/4 time, and the piano accompaniment is in 8/4 time. The lyrics are:

vest is red, He flicks his wings a - cross his back, And
 tail is neat, And when his car - ol - lings be - gin, His

Musical score for the song "The Old Man Cried". The score is written for voice and piano. The key signature is one flat (B-flat major or D minor). The time signature is 4/4. The score is divided into two systems. The first system contains the vocal melody and the piano accompaniment. The vocal melody includes the lyrics: "jerks his head. — voice is sweet. —". The piano accompaniment features a prominent bass line. The second system continues the vocal melody and piano accompaniment. The vocal melody includes the lyrics: "2. His" and "3. He". The piano accompaniment includes a section marked "D.S." (Da Capo). The score is marked with "1" and "2" at the beginning of the first and second systems, respectively.

My friend (cont.)

First system of the musical score. The vocal line is in treble clef with a key signature of two flats (B-flat and E-flat) and a 4/4 time signature. The lyrics are: "sits as near me as he dare, He's ve - ry tame, He". The piano accompaniment is in bass clef, starting with a piano (*p*) dynamic. The music features a mix of eighth and quarter notes, with some rests and ties.

Second system of the musical score. The vocal line continues with the lyrics: "hopes I have some crumbs to spare, - Now guess his name!". The piano accompaniment continues with a mezzo-forte (*mf*) dynamic. The melody is more active in this system, with many eighth notes.

Third system of the musical score. The vocal line concludes with the lyrics: "Ro - bin, Ro - bin, Red - breast!". The piano accompaniment features a crescendo leading to a forte (*f*) dynamic, followed by a piano (*p*) section. The system ends with a double bar line.

Topic No. 37

Evergreens. The Holly and The Mistletoe

SECTION I: *THE TALK*

MOST of our trees throw away all their leaves in the autumn and go to sleep for the winter, their branches bare and brown. But there are some trees that like to keep their leaves all the year round. They are never bare. These trees we are pleased to see at Christmas-time, for they give us pretty decorations for our rooms.

Who can think of trees that are still green in the winter-time? We all know two—the holly and the mistletoe, for we put up their green leaves in our homes at Christmas. The holly looks gay with its bright red berries, and its leaves are dark green and polished so that they shine beautifully. How prickly they are too! We have to be careful when we put up the holly or we may get pricked!

The mistletoe has berries too. What colour are they? They are not red like the holly. They are pearly-green, and are very, very sticky. The mistletoe has leaves quite different from the holly; they are not prickly, and they are a pale yellow-green, not at all shiny.

Where does the holly grow? Have you seen the bright red berries on a small holly-tree or shrub? The holly does not grow into an enormous tree. Sometimes it is used as a hedge and looks very pretty then, with its prickly dark leaves, so smooth and glossy, and its scarlet berries shining brightly. If we see a holly-tree, and look up to the top, we shall find that the leaves growing there are not nearly so prickly. Why is this? It is because the holly-tree knows that animals cannot reach so high up to eat its leaves, and therefore it does not need to set them with prickles when they grow at the top of the tree! The leaves only need prickles when they grow low enough to be eaten. The prickles prevent animals from making a dinner of the leaves. That is a good idea, isn't it?

Birds often go to the holly-tree and eat the berries. These are little seed-boxes, for inside the bright scarlet skin are the little hard holly seeds. Look and see next time you have a holly spray.

We put a sprig of holly into the top of our Christmas pudding as well as hanging up the sprays round our walls. We are always pleased to see

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such a bright gay plant decorating our homes—we know then that we are going to have a merry time!

The mistletoe is a strange plant. It grows on *other* trees. It does not grow into a proper tree or bush as the holly does. It likes to send its roots down into the branches of another tree—the oak, perhaps, or an apple-tree—and it takes part of its food from the tree it grows on. It is a robber-plant. Can you see it in the picture, growing on the oak-tree? It is quite a big bushy plant. It is strange to see it growing out of another tree! The birds plant the seeds of the mistletoe, for, when they eat the berries, they clean away the sticky seeds from their beaks, and leave them on a tree-branch. The sticky seeds send out little roots which sink into the bough and then, hey presto! a new mistletoe plant appears there!

We call the holly an *evergreen* tree, because it is always green, ever green. It does not drop its leaves in the autumn as the other trees do. It keeps itself ever green. The mistletoe is ever green. Who can think of other trees that are ever green? Have you a hedge round your garden? Is it privet? Does that drop its leaves in the autumn and become bare and brown? No, it is green all the winter through; privet is an evergreen. That is partly why we grow it as a hedge; it makes a thick green screen for us all the year round.

What else do we know as an evergreen? The thick laurels are evergreen. We see them in the park perhaps. The ivy is an evergreen too. We see its dark, pointed leaves all the year round. Our little Christmas-tree is an evergreen; it is green at Christmas-time, isn't it! The pine-trees are all evergreen as well; their funny, needle-like leaves are green in winter and summer.

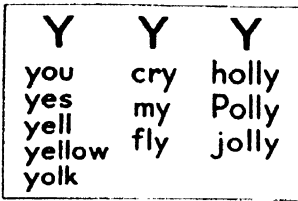
Evergreen trees drop their leaves a little at a time all the year round, not all at once as the other trees do. If we look under a privet hedge we shall find a few dead leaves there. If we look under a pine-tree we shall see plenty of brown pine-needles, the strange leaves of the tall pine. Under a holly-tree we shall find brown, shrivelled holly leaves. Evergreens must throw down leaves sometimes when they can no longer be used, but never all at once as the oak does, or the beech.

When next we go for a walk we will count how many evergreen trees we can see. We shall be surprised to find so many trees and hedges green in the cold winter-time!

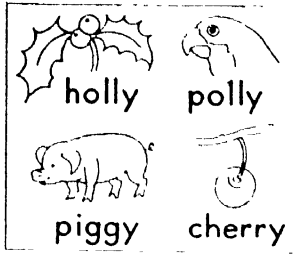
SECTION II: ORAL COMPOSITION AND LANGUAGE TRAINING

(1) **L**ET the children tell what time of the year it is. It is winter, Let them tell what the days are like. Sometimes cold and wet. Let them name a few flowers.

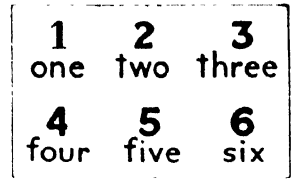
(2) Ask if the children have seen any trees with leaves still on them. They will know the ivy and the privet which form our garden-hedges. In the shop windows they will have seen holly and mistletoe.



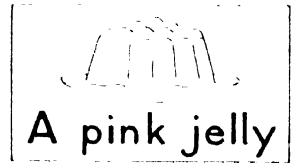
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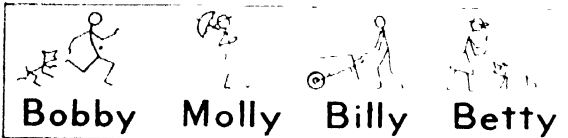
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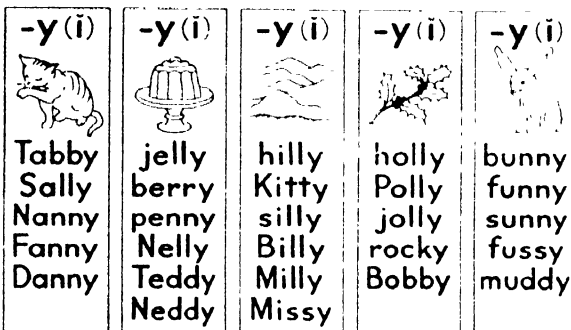
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456



453



455



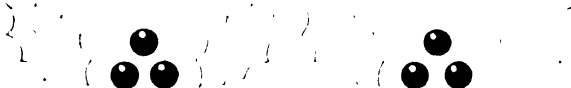
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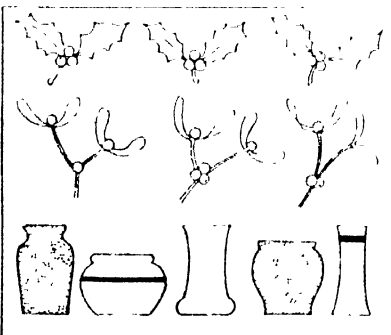
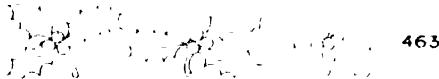
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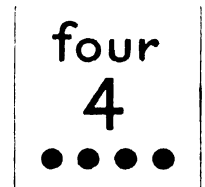
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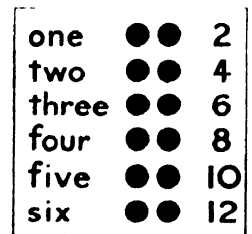
464

0 + 2 = 2
2 + 2 = 4
3 + 2 = 5
4 + 2 = 6
5 + 2 = 7
6 + 2 = 8
7 + 2 = 9
8 + 2 = 10
9 + 2 = 11

461



459



462

FIGS. 451-466.

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(3) Some trees and bushes are green all the year round, so we call them "evergreens." Write the name on the board for them and let the children name all the evergreens they know.

(4) How do we use holly and mistletoe? Let the children tell how rooms are decorated and the sprig of holly put in the pudding.

(5) Let the children look at a piece of holly and describe it—leaves, dark green, smooth; the prickles; the berries; who eats the berries? What are inside the berries? Remind the children that the berries are seed-boxes.

(6) Let them describe a piece of mistletoe. On what trees does the mistletoe grow? What are its leaves and berries like?

(7) Let the children talk about the coloured picture. They can see the holly. It is a small tree or bush or shrub. The mistletoe is on an oak-tree. Why has the oak no leaves?

What are the children doing?

Let them talk about the children and tell the colours of their clothes. This is a winter scene. What are the winter months?

(8) Teach the children these rhymes:

(1)

Christmas holly
Makes all jolly.

(2)

Ho-ho! Ho-ho! For the mistletoe,
Ho! for the Christmas holly;
And ho! for the merry boys and girls,
Who make the days so jolly.

(3) COUNTING THE HOLLY BERRIES

One, two, three! One, two, three!
Bright red berries I can see.
Hiding in the holly-tree.
Four, five, six, seven, eight, nine,
Many berries on me shine,
Yes, my holly-tree is fine.
Ten and two, ten and two!
Bright red berries all for you.
And some for little robin too.
Ten and three, ten and three,
Bright red berries I can see,
Hiding in the holly-tree.

(4)

Hang the scarlet holly,
Twine the mistletoe,
In your homes so happy,
Let them gleam and glow!

SECTION III : READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

(a) **T**EACH the sound of *y* as short *i* at the end of a word. Print the letter *y* in three colours on the board (Fig. 451).

(b) Revise the three sounds of *y* (1) as *y* in *yes*. Under the first *y* print the words, *you, yes, yell*, etc. Let the children read the words and notice the sound of *y*. Show them again the picture card for this sound (Fig. 257, Topic 22), and leave it up for a day or two for the weak children.

(2) As long *i* in *cry*. Under the second *y* print the words *cry, my, fly*, etc. Let the children read them. Show them the picture card again for this sound (Fig. 269, Topic 23). Let them read these words again. Leave the card up for a few days if necessary.

(3) As short *i* in *holly*. Let the children look at the picture card (Fig. 452) to see which sound it has in the words there. Letter *y* has the short *i* sound (as in *it*) when it is at the end of a word with two syllables. Do not use the word *syllable*. The meaning can be shown by letting the children tap once with their finger as they say *pig*, and twice as they say *piggy*. Tell them that if a word needs two taps, the *y* has a short *i* sound; if only one tap, as in *fly* and *cry*, it has the long *i* sound. Let the children think of words ending in *y* with this sound. Write these words on the board under the third *y*: *holly, merry, dolly, silly, happy, etc.*

Very often we make a pet name by adding *y* to the end of a name. Pick out any names of children in the class to illustrate this. Draw a pin family to illustrate these names (Fig. 453).

(2) *Word Recognition*

Teach the best group of children any words they may need for their primers.

Make sure the children know how to read the names of figures. Print on the blackboard the actual figures from one to six (Fig. 454). If necessary (for a dull group) show by strokes at the side how many each figure represents. Some of the children will already know some of the names, as they have seen them on the big number frieze and met some of the words on their picture-sentence cards. Write the name of each figure under the figure, spelling it clearly. Let the children look at each word and say it clearly. A card of these words can be hung up for the week. Write the name of one of the figures on the board each day for a child to read.

TWO YEARS IN THE INFANT SCHOOL

(3) *The Sentence Method*

Let the children suggest sentences about the holly and mistletoe to write on the board. Let the children read some of their sentences. Choose one to remain on the board:

The holly has pretty red berries.

Tell the children the story of Polly and how she washed her dolly's dresses ready for a party. Let the children tell the story. Help them by questions. What day did Polly choose for washing? Monday. What was her dolly called? Sally.

Write on the board some sentences suggested by the story for the children to read.

My dolly has a pretty white dress.

I will *wash* her white dress.

I will *wash* her pink dress, too.

Monday is *washing* day.

Show them picture-sentence card No. 73. Let the children talk about it. Let some children come out and try to read the sentence underneath. Teach it to all the children, giving the weaker ones special help.

"Rub, rub, rub! I am washing the pretty white dress of my dolly."

Let the children notice the sounds of *y* in *my*, *pretty* and *dolly*. Most of the words in this sentence the children ought to know. The difficult words are *washing* and *white*. But the sentences from the story already suggested for writing on the board will help the children to recognise the word *wash*. Further sentences can, if necessary, be written on the board to teach these two words.

Tell the children the story of how Billy tried to wash his little dog Sunny, to make him ready for the party. It was the party that Polly was giving with her dollies. Let the children retell the story.

What did Milly, Polly's big sister, do? She probably made the room look bright with holly because there were no flowers in the garden. Let the children tell about any party they have been to. What will Polly have for her party? Jelly, cake, etc.

Show the children picture-sentence card No. 74. Let them talk about it. They will like the picture. Read them what it says underneath:

"You shall have a wash, Sunny, you are so muddy."

Teach them the sentence in the usual way. Some children may be able to read it without much help. Find out how many children have forgotten the word *shall*. They have been prepared for the word *wash*. *Muddy* they will be able to read by sounding the letters.

Let the children play at decorating the room and having a party.

Hang up the picture-sentence cards containing the names of children ending in *y* or any words ending in *y*. Tell a child to find a card with the name *Bobby* on it, etc. The child finds the card and brings it out to read. See if they can find a picture-sentence card containing the word *shall* (No. 37).

While some children are illustrating these sentences and writing them, others can be reading to the teacher. The children can work in groups if desired: (a) One group writing. (b) One group matching and reading sentence strips. (c) A third group reading primers. (d) A fourth group reading to the teacher or having special help.

(4) *Letter Recognition and Spelling*

Print words ending in *y* on the board for the children to read. They will enjoy collecting these. Arrange the words in five columns on the board. Print a —*y* and a short *i* on the top as in Fig. 455. A picture at the head of each column will help the children to sort out the words, and put those that sound, or look, most alike in the same columns.

A card can be made so that the children can add words as they find them. Either one large card ruled into five columns, or five separate cards as in Fig. 455. Let the children add words to these cards only as they meet them or use them. It does not help the children so much if the teacher supplies the words and fills up the columns. Their stories will give them *Polly, Sally, Billy, holly, sunny, Milly, muddy, berry*, etc.

SECTION IV : WRITING

(1) **P**RACTISE the capitals. The children must know the capital letters, and the names of the letters as well as their sounds, before they begin the second year's work. The writing lesson is a good opportunity for making sure the children know all their letters.

(2) Writing and drawing words from a copy and from memory: *dolly, jelly, holly, penny*. Revise word cards already used. Let the children write any words they like from memory.

(3) Some phrases and pictures to be copied, and written from memory. The children will like the three cards shown in Figs. 456, 457 and 458. Let some of the better writers write and draw some of their old phrases from memory.

(4) Let the children copy from the board as the teacher writes them the names of the figures: *one, two, three, four, five, six*. Let them draw the correct figures under each word and the number of berries corresponding to each figure as in Fig. 459.

A Writing Pattern

A writing pattern for those who need it. Let the children draw wavy lines up and down as in Fig. 460, so that they look like joined holly berries and make a pretty decoration. The wavy lines cross each other to complete the pattern. It can be coloured if desired.

TWO YEARS IN THE INFANT SCHOOL

SECTION V : NUMBER

(1) **C**OUNTING exercises to 50, both oral and written, in 1's. Counting in 2's to 20 for the quicker children. Recognition of figures and numbers to 20 (see Topic 20).

(2) Continue the study of numbers 1 to 10 with Tillich's bricks or other apparatus, especially with the weaker children. Counting up the stairs and down the stairs in 1's and 2's in odd or even numbers, e.g. 1, 3, 5, 7, 9, or 0, 2, 4, 6, 8, 10. Questions on the placing of the bricks, relative sizes, etc.

(3) Simple addition sums on cards. Learning the addition tables. There are two addition tables the children of five should memorise before they go on to the second year's work. One was given in Topic 34 (Fig. 417). The second one is given here (Fig. 461). All the addition facts on these cards have been introduced to the child at a very early age, and their sum cards also include them. The teacher includes questions in the oral work the answers to which lead to the appearance on the blackboard of the table shown. It is important that all tables to be learned should be clearly set out on cards, and must be quite separate. The first table (Fig. 417, Topic 34) can be written in red chalk, the second (Fig. 461) in black.

Let the children use the clock face for addition as given in Topic 33.

(4) Let the children do some simple subtraction sums with apparatus.

(5) Let the children have 12 counters and arrange them in a long line on the table. Then let them say this rhyme as they arrange them in 2's:

1, 2 Buckle my shoe.
3, 4 Knock at the door.
5, 6 Pick up sticks.
7, 8 Lay them straight.
9, 10 A big fat hen.
11, 12 Let us delve.

Draw the counters on the board for the children as in Fig. 462. On the left-hand side put the number of 2's. Let the children tell how many 2's in 12. Cover up the blackboard drawing and let the children try to count in 2's up to 12. Then let them arrange their counters in 3's, 4's and 6's. Give little problems. Three sprigs of holly have 3 berries on each. How many berries altogether? To help the children sprigs of holly can be drawn on the board as in Fig. 463. One berry dropped off. (Rub off one.) How many left? Continue in this way.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of children gathering holly and mistletoe, or a room decorated for a party.

(2) *Drawing to help Writing and Number* (Fig. 464). (See also Writing and Number Sections.)

(a) Sprigs of holly. How many leaves and berries on each sprig? How many berries all together?

(b) Sprigs of mistletoe. How many berries on each sprig? How many leaves? How many berries all together?

(c) Vases for holly. These can be different shapes and different colours.

(3) *Clay Modelling*

A vase.

(4) *Brush Work*


A sprig of holly. Leaves, dark green, berries red.

(5) *Paper Cutting*

A holly leaf. Let the children have squares of dark green paper, fold them in half and cut leaves as shown in Fig. 465. Remind the children that the leaves have points or prickles. Let them cut out some red berries, and arrange leaves and berries to decorate a page of their writing book (Fig. 466), or the cover of a word book for words ending in *y*.

SECTION VII: *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Dramatisation*

FF to pick holly, leaping and running; home again heavily laden, walking more slowly.

(2) *Rhythmic Exercises*

“The Mulberry Bush,” singing game. Music in *Song Time* (Curwen). When the children hear the music they should be taught to get into single file and make one big ring round the room. Sometimes one player can represent the bush in the middle. Then all the various processes, such as washing clothes, ironing, etc., can be imitated. The Mulberry Bush verse is sung and danced between each. After this game the children need a rest.

Rest Music: Play the rest music suggested in Topic 34, or “Golden Slumbers” (*Song Time*, Curwen), or any lullaby. Let the children sit on the floor and hum the lullaby (if a lullaby is played) while they rock an imaginary doll in their arms.

(3) *Playground Games*

Fishing Net: divide the class into two groups, one much larger than the other. The larger group are the fish that have to be caught by the smaller group. The children in the smaller group join hands to form a long net. A “fish” is not caught unless the “net” forms a ring round it.

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If a fish slips outside the net before the ring has been closed, then it has to be chased again. Any fish caught must not escape *under the arms* of the children who make the net ; it can only escape through the opening before the ring is closed. The fish caught join hands to increase the size of the net.

(4) *Songs*

"Holly Tree," see music on pages 550-551.

SECTION VIII : STORIES

A JOLLY TIME

(STORY FOR COLOURED PICTURE)

"CHRISTMAS is coming!" said Mother. "We must hurry up and get ready for it, children!"

"Have you made the pudding?" asked Teddy.

"Yes," said Mother, "and I have put six threepenny bits in it! I wonder who will get them!"

"Have you made the Christmas cake?" asked Billy.

"Yes!" said Mother, laughing. "And it has two little snowmen sitting in the middle of it, and a tiny Christmas tree stands beside them!"

"Ooh!" cried all the children, in delight. "How lovely! Can we see it?"

"Not till Christmas," said Mother.

"I do wish we could do something to make Christmas come quickly," said Rosy. "What can we do, Mother?"

"You can do something to help me," said Mother. "I want to decorate the rooms to-morrow. Auntie and Uncle are coming to stay for Christmas and are bringing Baby Lenny. We must make the house gay. I would like you all to go out into the woods and get me some holly. Find some mistletoe too, if you can."

"But will Farmer Brown let us go into his woods to pick the holly!" said Fanny.

"Yes," said Mother. "I asked him yesterday, and he said certainly you may, if you promise not to spoil the trees; just pick what you want and bring it home."

"Come on!" cried Teddy. "Let's put on our hats and coats and go this morning! It's a lovely sunny day! It will be jolly in the woods!"

They were soon ready. Mother gave Teddy Daddy's big pocket-knife, and told him to be very careful if he had to cut a bough.

"And don't get scratched by the holly!" she said to the others. "Treat it gently and it will treat *you* gently too!"

Off they ran, shouting happily. They raced to the gate that led to Farmer Brown's woods. Then down the frosty path they ran among the trees.

"Most of the trees are bare now!" said Rosy. "Look! There are dead leaves everywhere!"

"Only the trees that are evergreen are green now," said Fanny. "There's a pine-tree over there—and here's a fir-tree! They are both green still."

"And there's some ivy growing up a tree," said Teddy. "It has all its leaves. It must be an evergreen too."

"So is the holly and so is the mistletoe!" said Billy. "Look! There's a big holly-tree over there—and there's another one—and another! Oh! We shall soon get plenty of holly to take home!"

"What lovely bright berries it has!" said Rosy. "I do like scarlet, it is so gay and pretty. We will pick sprays with lots of berries on, Teddy. Where is your knife? We may need it for the bigger twigs."

"You girls go and hunt for mistletoe," said Teddy. "Don't look for a *tree* of mistletoe; you will find it growing out of another tree, an oak-tree, I expect!"

Rosy and Fanny looked at all the oak-trees round about, and Rosy gave a shout and pointed upwards. "Look! There is some mistletoe, Teddy! It is growing out of an oak-tree branch. Isn't it strange? Oh, what a lovely big bushy piece! We can get enough from that to take home."

"Teddy, you cut some holly, and I'll climb the oak-tree and get some mistletoe," said Billy. So he climbed up the oak-tree and soon reached the mistletoe. He broke off the sprays and threw them down to Rosy. Fanny went to help Teddy. What fun they had!

By dinner-time the children all had big armfuls of holly and mistletoe. The holly berries were as red as could be, thick on the sprays. The mistletoe had berries too, but they were like green pearls, and were so sticky if they burst open.

Mother was delighted to see the children coming in with such lovely green sprays.

"Oh, what fun we shall have putting up the holly and mistletoe to-day!" she cried. "You shall all help me! You have brought such a lovely lot!"

So after dinner they all put up the holly and mistletoe they had brought from the woods. How lovely it looked! Mother put out the light after tea, and the firelight shone on the holly with its bright berries and on the pretty mistletoe.

"Now I really feel like Christmas!" said Teddy. "I know it's coming soon! Hurrah! Hurrah!"

POLLY'S WASHING DAY

(STORY FOR PICTURE-SENTENCE CARD No. 73)

POLLY was most excited. She was going to have a party!

"Can Sally, my best dolly, come?" she asked.

"Of course," said Mother. "So can Judy, your old dolly. But their clothes are very dirty. You should wash them, Polly."

So Polly got out her little wash-tub and put some hot water in it.

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Mother gave her some soap, and put up a little clothes' line for her. Then Polly took up her two dollies and undressed them. It was lovely to be washing clothes out in the wind and the sun. Sally sang as she worked.

"Rub, rub, rub! I am washing the pretty white dress of my dolly! Scrub, scrub, scrub! I am washing the lovely white coat of my dolly!"

When she had washed all the clothes clean, she hung them on the line. The wind came along to dry them. The sun came out to dry them too. The little clothes danced about on the line, but the pegs would not let them fly away. Soon they were quite dry.

"I will iron them for you," said Mother. "When I iron out your party frock after dinner I will iron out your dollies' frocks too."

Milly, Polly's big sister, was very busy. She was getting ready the tea for the party! Oh, the cakes! Oh, the buns! Oh, the jellies and the apples and the sweets! Sally thought it all looked perfectly lovely!

"Now it is time to dress yourself, Polly," said Mother. "Here is your frock. Then you can dress your dollies and they will be ready for the party too!"

Polly put on her frock. Then she took her best dolly, Sally, and dressed her in her clean, pretty white frock. Then she took her old dolly, Judy, and dressed her too. How smart they looked!

"Now we are all ready, Mother!" said Polly. "When will the people come?"

"Here they are!" said Mother, as a knock came at the door, rat-a-tat-tat. "Go and open the door. The party has begun!"

I wish I were going, don't you? I would like to see Polly, Sally and Judy all in their clean white frocks!

SUNNY'S BATH

(STORY FOR PICTURE-SENTENCE CARD No. 74)

BILLY was going to Polly's party, and what do you think! Sunny, his dog, had been invited too! Wasn't that lovely?
"You can bring Sunny," Polly said, "and I will have a special plate of bones and biscuits for him, Billy."

Billy looked at Sunny on the morning of the party.

"Mother," he said, "Sunny is very muddy. Do you think Polly's mother will be cross with him if he takes mud into her house?"

"Yes, she will," said Billy's mother. "You had better give him a bath, Billy. Put the tub into the garden, and get Sunny's soap and towel. I will put plenty of hot water in the tub for you."

So the tub was filled, and the soap and towel put ready, but do you suppose Sunny would come to have a bath? No—he just wouldn't! He ran away and hid under a bush. Billy found him and put him on a lead. Then he pulled him to the bath. "The water will be cold if you don't hurry," he said to naughty Sunny.

He took off his dog's collar and lifted him into the warm tub. Sunny did not like it at all, but he did not try to run away. He stood there and let Billy rub the soap over his coat.

"You shall have a wash, Sunny, you are so muddy," said Billy, as he rubbed.

Soon Sunny was as white as snow! Billy rubbed him dry and then took him in to show Mother.

"He looks beautiful!" said Mother. "I will give you a red ribbon to tie on his collar. That shall be his party dress! You will be proud to take him to Polly's party!"

Billy *was* proud! He was the very first person to arrive, and Polly opened the door to him herself.

"Come in, come in!" she cried. "I am so pleased to see you. We are going to have a lovely party. Oh, how beautiful Sunny looks, and what a fine ribbon! I have a big plate of bones and biscuits for him!"

So Sunny enjoyed the party as much as Billy did. Wasn't he a lucky dog?

HOLLY TREE

CECIL SHARMAN

The Spirit of Christmas

Key G || d .d :d |

VOICE

Hol - ly tree,

PIANO

mf (Bells)

|| t. .t. :t. | l. .s. :l. .d | r .m :r | m .f :m .r |

hol - ly tree, What have you to give to me? Will you give me

|| d .m :l .s | f .r :m .f | s :m | d : |

ber - ries bright, To make me gay on Christ - mas night?

: | d .d :d .d | t, .t, :t, | l, .s, :l, .d }
 Lit - tle boy, I'll give to you Leaves of green and

|| r .m :r | m .f :m .r | d .m :l .s }
 ber - ries too. Hang me in your home to - day And

|| f .r :m .f | s :m | d : — |
 I will make it bright and gay

|| — : — | — : | — : | — : ||
 p (echo) pp

Topic No. 38

The Moon and The Stars

SECTION I : *THE TALK*

WHEN we get up in the morning we see that the big round sun has got up, too! He is shining in the sky, giving us plenty of light and warmth. All day long he is there, and in the evening he goes to bed and we see him no more till the next morning. We go to bed, too. Night is coming, and it will be dark. We do not like to go out and play in the dark. It is time for bed then.

Sometimes we look out into the dark night and we see another light in the sky—not the sun this time, but the moon. There she shines, big and round and white, and she lights up the world for us, but not in the same bright way that the sun does. She has a silvery light, not a golden light, like the sun. The moon does not warm us, either, as the sun does. Her light is cold and pale. The sun's light is warm and golden.

The moon is beautiful. She sails along in the night sky, and the clouds pass in front of her as they fly in the wind. We like to watch the pale moon. She seems to smile at us as she hangs there. We see other little lights in the sky too. What are they?

They are the twinkling stars. How they wink and blink at us! They seem like tiny points of light, so very far away. The moon looks much bigger—but she is nearer to us, though she, too, is far away. The stars are much farther—so far that we can hardly see some of them.

A starry night is very beautiful. We should always peep out of the window before we jump into bed at night, and see if the stars are shining in the dark blue night sky. What a lot there are—far too many to count! Wherever we look we see stars—and more stars—and more! How lovely the sky looks at night—quite different from the daytime.

Where do the stars go in the daytime? Who knows? They do not go anywhere! They are still there, shining in the sky—but the sun's bright light hides them from us. We cannot see them then. They are hidden in the brightness—but as soon as the sun has gone, and darkness comes, then the stars shine out once again in the darkened sky, and we see their twinkling brightness.

The moon rises and sets in the sky like the sun. But, unlike the sun,

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the moon has many different shapes. Sometimes it is very thin and curved, like a bow. Sometimes it is like a small boat. Sometimes it is half a ball—sometimes a bit bigger—and sometimes it is like a big round silver ball, and then it lights up the world brightly, and we can see everything clearly. It is fun to go out in the moonlight. The world looks so different then. The shadows are very black. The moon's light is bright—but not bright enough to put colour into the flowers and the grass. They do not look so beautiful as they do in the sunshine.

When we are in bed at night and the moon is shining it sends its beams or rays through our window, and we see them shining on our bed, on the floor and on the wall. Moonbeams are beautiful, so bright and silvery. They light up our bedroom for us so that we can see everything there. Then we go to sleep, and in the morning we see sunbeams dancing instead! The sun's rays stream in through the window and light up the very darkest corners, bringing colour and warmth with them. We like the sun better than the moon—though we are glad to have the moon at night to light us.

The stars do not give us much light, for they are so far away. But, on a night when there is no moon, only stars, we can see our way dimly out-of-doors. The little creatures of the night are glad of the starlight. They see their way to their holes, they can see to hunt for their food, and they can see their enemies coming, too!

Look out of your window each night before you jump into bed. See if the moon is large and round, or only half its size, or perhaps just a little boat sailing in the sky. See if the stars are out, winking and blinking at you. It is good to know the night sky as well as the day sky. It is good to know the silver moon and all the twinkling stars.

SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

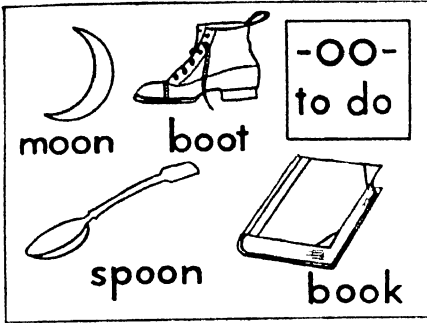
(1) **L**ET the children talk about the sun. In winter we can see it like a big red ball in the sky.

(2) Let the children tell how it gives us light and warmth (Topic 28). When it rises in the morning, it is time to get up, and when it sets at night the dark comes, and it is bed-time. Show picture of sun rising.

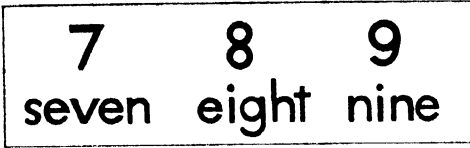
(3) Let the children tell what they can see in the sky after dark. Ever so many bright, *twinkling* stars. They look tiny because they are such a long, long way off.

(4) What else can the children see in the night sky? The silver moon. Let the children tell about the moon and see if they have noticed that it seems to have different shapes at different times. Sometimes like a bow (draw one on the board), sometimes a boat, sometimes like half a ball, sometimes like a big white ball. The moon looks larger than the stars because it is much nearer.

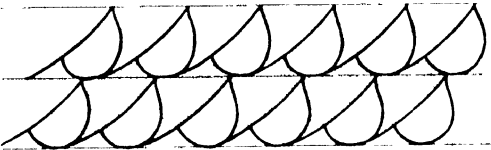
(5) Why are the moon and stars not seen in the daytime? The stars are still there.



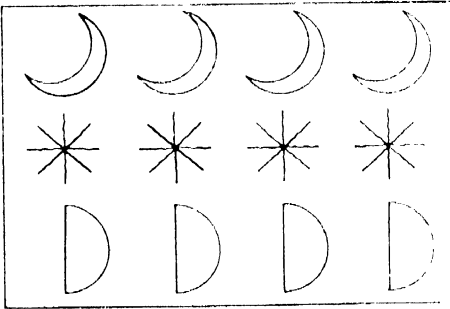
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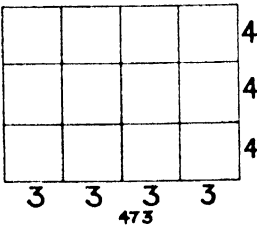
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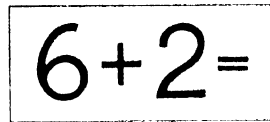
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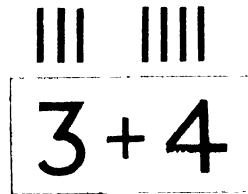
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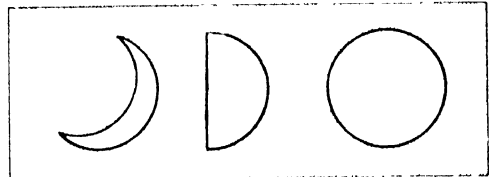
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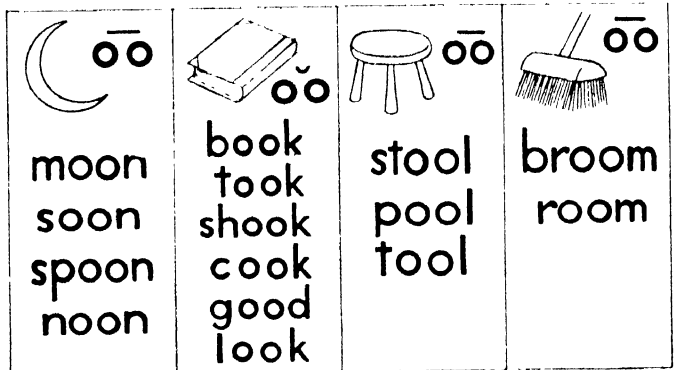
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477



479



469

TWO YEARS IN THE INFANT SCHOOL

(6) Let the children notice the difference between the sunshine and the moonlight. Teach the words *sunbeams* or *rays*, *moonbeams* or *rays*—moonbeams white or silver.

(7) Let the children look at the coloured picture. It shows the dark blue night sky—the *silver* moon and the twinkling stars. What are the children called who are looking at the moon? What are they saying? Perhaps one of the rhymes on this page.

(8) The moon seems to sail across the sky.

(9) Teach these rhymes—let the children choose which one they think each child in the picture is saying:

(1)

I see the moon,
And the moon sees me.
God bless the moon,
And God bless me.

OLD RHYME.

(2) THE MOON

When I am in my little bed,
The shining moon I see,
It looks just like a silver boat
Upon a silver sea;
And all around the stars shine out,
Like lamps upon the way,
While in among the fleecy clouds
My boat sails on her way.

ELEANOR DEAN.

(3)

Stars peep forth in the quiet night;
The silvery moon gives forth her light.

(4) NIGHT

Watchman! what of the night?
The stars are out in the sky,
And the merry round moon will be rising soon,
For us to go sailing by.

CHARLES KINGSLEY.

(5)

Twinkle, twinkle, little star!
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

JANE TAYLOR.

SECTION III : READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

(a) **R**EVISE the two sounds of *o*. (1) Short *ɒ*: *not, pot, orange*.
(2) Long *ō*: *go, no*.

(b) Teach the sound of *oo*. Remind children of the talk about the pigeon. What does the pigeon say—*coo-roo, coo-roo*. Let them imitate this sound. Draw *oo* on the board. Let children look at the picture card for *oo* and find out what its sound is (Fig. 467). Let the children say the words carefully. They will find out that though there are four letters, there are only three sounds, e.g. *m-oo-n*. Ask how many *o*'s make the middle sound. Let them show the position of the lips in making this sound; they are pursed up as if for whistling. Point to the *oo* on the board, and let children make the sound. Put letters in front of *oo* so that children can read the combined sounds

boo-oo, moo
coo-roo too

Add letters at the end and form words such as: *book, cook, rook, took*.

Remind the children of these words that they have already learned—*to, do, who*. There is only one *o* in these words, but it has the same sound as *oo*. It is a good plan to put *to* and *do* on the picture card for *oo* (Fig. 467). In this way the children will always have a visual picture of *to* and *do* and remember the sound.

Let the children think of other words with the *oo* sound. Help the children by questions. What do you sometimes roll along the streets? A *hoop*. What do you sit on that is lower than a chair? A *stool*. Some child may think of *look* because it rhymes with *book* or *soon* because of *moon*.

What do we sweep the floor with? A *broom*. Let the children use the words in sentences.

(2) *Word Recognition*

Teach any words that the best group of children may need for their primer. Write on the board the names of the figures—*one, two, three, four, five, six*. See how many children remember them. Test them by writing each name on a separate card. Hold up, first one card, then another, and call on different children to read the words. Draw the figures 7, 8, 9 on the board. Print their names underneath and also show, by strokes under the names, how many each figure represents. Print *eight* in red chalk. It is the most difficult name. Put figures and names on a card and keep them before the class for some days (Fig. 468). If children have difficulty with the word *two*, it may help them if they are reminded that the *o* has the sound of *oo* like *to* and *do* and the *w* is not sounded.

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(3) *The Sentence Method*

Let the children suggest sentences about the moon and the stars to write on the board. Write some on the board for the children to read, e.g.:

The moon shines at night.

Stars twinkle in the sky, etc.

Let the children themselves choose from their own sentences, or from the rhymes, the one they would like best to go on the board for the week.

Tell them the story of the little fairies who like to dance in the moonlight. Let them act the story and pretend themselves to be fairies dancing by the light of the moon. Show them picture-sentence card No. 75. Let the children talk about it. How do the fairies *look*? How are they dancing? In a circle. Each little *foot* is pointed prettily. As *soon* as the sun comes up where will they go? When the children have come out and looked at the picture in turn, read them what it says underneath:

“By the moon we sport and play,
With the night begins our day.”

Teach the sentence in the usual way. Let the class or group read it together and then each child alone—pointing to each word. While some children are reading, the rest can be illustrating the sentence. Give the quick children picture-sentence cards Nos. 19, 21, 40, 52, 53, 62 to read and draw (drawing includes writing the sentence underneath).

Some children may find sentence 75 a little difficult. *Sport* and *night* are new and difficult words.

Repeat to the children the old rhyme:

The man in the moon
Came down too soon,
And asked the way to Norwich.
He went to the south,
And burnt his mouth
With eating cold pease porridge.

Tell the children the story of Pam who learnt this rhyme before she went to bed. She said it to herself as she lay in bed very softly like this. Let the children all repeat it very softly. When suddenly she saw—let the children finish the story telling what Pam saw. Show them picture-sentence card No. 76. They will be delighted to see the Man in the Moon standing on the bed-rail and talking to Pam. Let a child tell what the Man in the Moon said, and another child what Pam said. In this way get the whole conversation.

When they have all seen the picture, read to them what it says underneath and print it on the board.

“The man in the moon
Came down too soon,
And asked the way to Norwich.”

Teach them these words and hear each child read them. Let them notice the sound of *oo* in *moon*, *soon*, *too*. Quick children will read the sentence easily, probably only needing help over *Norwich*.

Let the children illustrate the story and print the sentence underneath.

Let some children choose picture-sentence cards to bring out and read.

Give loose words and sentence strips to others. A few can read primers.

(4) *Letter Recognition and Spelling*

Print *oo* on the board and words containing *oo*. Let the children look at each word carefully as they say it. Clean the board, and give the children letters. At least two children must have the letter *o*. Say a word and let the children who have letters that spell the word put up their hands ; for example, if the word *moon* is said, the children with *m*'s, *o*'s and *n*'s put their hands up. Choose some to come out and make the word.

Get from the children words containing the *oo* sound. Arrange them in columns on the board as in Fig. 469. Encourage the children to put a new word in the column where there are words that sound most like it. It helps the children to group the words in *oo* properly if pictures are drawn at the head of each column as in Fig. 469. A child with a quick ear may notice that the *oo* in *book* has a shorter sound than the *oo* in *moon*. A card like Fig. 469 can be prepared for the children and new words can be added as the children meet them. Sometimes let the children read the words on the card to become familiar with the *oo* sound. It is a help, when a child is promoted to a higher class, for the new teacher to have a list of the words the child has learned.

Remind the child they must be careful how they spell these words: *to* bed, *do* this, *two* pins, *who* are you ? Write the above phrases on the board and underline the words the children must learn to spell.

SECTION IV : WRITING

(1) **T**HE weak children may still need to practise capitals.

(2) Writing and drawing words from a copy and from memory: *moon*, *book*, *spoon*, *boot*, *stool*, *broom*.

(3) Some phrases and pictures to be copied and then written from memory (Figs. 470, 471).

(4) A sentence from a copy and from memory.

(5) Any words the child likes to write from memory.

(6) Writing the names of some figures, and drawing the number of things that each figure represents.

(7) Some children need special help in making some letters and in spacing letters and words; these can be taught in a group to themselves while the best writers are working alone.

TWO YEARS IN THE INFANT SCHOOL

A Writing Pattern (Fig. 472)

A writing pattern for those who need it. This is a row of joined *s*'s, but the children who do not know this *s* will call it a row of half moons. It is a good swinging pattern, and of value for helping children to get control of their pencils. Some children will be able to colour it very effectively.

SECTION V : NUMBER

- (1) **C**OUNTING, using the apparatus already suggested.
 - (2) Simple addition sums. Learning the two addition tables (Topics 34 and 37).
 - (3) Let the children have 12 blocks or cubes. Let them build a wall 3 blocks high, using all their blocks (Fig. 473). Let them count how many blocks in each row (horizontally) and how many rows. Then how many blocks altogether. Let the children build 6 chimneys, each 2 blocks high; then 2 chimneys, 6 blocks high. Let the children tell how many 6's in 12. How many 2's in 12? Arrange the 12 blocks as soldiers marching in 2's—there are 6 rows. Alter the marching direction and there will be 2 rows of 6 each.
 - (4) Figs. 474–477 shows a useful piece of apparatus for individual work. The children look upon it as a number game. It consists of boxes containing: (a) Loose sticks; (b) A number of loose cards on which are written addition sums (units) (Figs. 474, 476); (c) Loose cards showing answers to these sums (Figs. 475, 477). The child uses the sticks to help him find the answer to the sum. Figs. 476 and 477 show how the child sets out the work. A few children can match the answer with the sum without the aid of the sticks.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of the moon and the stars, or of one of the stories.

(2) *Drawing to help Writing and Number (Fig. 478)*

- (a) The moon when it is shaped like a boat. Let the children draw as many as they like.
- (b) Stars. Let them draw these fairly large and try to keep all the rays equal in length.
- (c) The half moon.

(3) *Crayon or Pastel Work*

The moon and stars. Use dark paper and white crayons.

(4) *Clay Modelling*

A cradle.

(5) *Paper Tearing or Cutting*

The different shapes of the moon (Fig. 479). Let the children first cut out three circles. They can draw round one of their insets to make a circle. Let them arrange their circles to show the moon shaped like a bow, a half moon and a full moon.

SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Dramatisation*

ACTING the part of fairies dancing by moonlight.

(2) *Rhythmic Exercises*

(a) Nursery Rhyme: "Twinkle, twinkle, little star." Music and words in *Song Time* (Curwen). Teach the first two verses only.

Let the children keep time to the music by raising and lowering their right arm as if pointing to a star.

The children sing the two verses. During the first verse they imitate the twinkle of the stars with their fingers. During the second verse they cover their eyes for the first two lines, then look up at the stars for the last two lines.

Let the children sit in pairs on the floor facing each other and taking hands. The music is played slowly while each pair of children rock to and fro like a boat. They can hum the tune while they do this.

(b) A more active musical game: "The Call to Play."

Girls and boys come out to play,

The moon doth shine as bright as day.

Tune : Traditional Nursery Rhyme. *Song Time* (Curwen).

Divide the class into two equal groups, A and B. Put the A group at one end of the room and the B group at the other end facing them.

The A group sings the rhymes, advancing towards the B group and beckoning them. The B group goes forward to meet them and all skip about the room in any direction to the music. As they skip they can sing the tune to "la."

Let the children make one large ring and join hands. When the music is played they skip eight steps round to the right and then eight steps to the left.

For a change let them run round to the right sixteen steps while the whole tune is played. On the last chord they all sit down.

(3) *Playground Games*

Moon and Morning Stars.—This game is best played when the sun is shining. One of the players is the moon. The first time the game is played the teacher can be the moon. She takes her place in a large area of shadow such as would be cast by a large tree or a house. (If

TWO YEARS IN THE INFANT SCHOOL

there is no shadow a space can be marked out for the moon, but this perhaps makes the game less valuable.) As the moon belongs to the night she may not go out into the sunshine. The other players are morning stars, and as they belong to the daylight, their place is in the sun. The morning stars dance around in the sunlight, venturing occasionally into the shadow where the moon is, saying:

O the Moon and the Morning Stars,
O the Moon and the Morning Stars!
Who dares to tread—oh,
Within the shadow?

The moon tries to catch them while they are in the shadow. Any star caught belongs to the night and can help to catch the other stars.

(4) *Songs*

“Twinkle, Twinkle,” page 566. “The Moon,” pages 567–568.

SECTION VIII : *STORIES*

DADDY’S BIG LAMP

(STORY FOR COLOURED PICTURE)

THE children were all having tea together. Betty kept looking at the clock, for she hoped that Daddy would soon be home to have a game with them before they went to bed.

“Half-past five!” she said. “Oh, Mother, do you think Daddy will come soon? If he doesn’t it will be six o’clock, and then Mollie has to go to bed. Jack and I go after that—and we do want a game with Daddy!”

“I don’t know if he will be home in time or not,” said Mummy. “He said he would try to be early—and he has not taken his lamp with him, as he usually does when he expects to be home in the dark.”

Just then there came a knock at the door. “It’s Daddy!” said Jack, and he rushed to open the door. But it wasn’t Daddy. It was Mr. Jones.

“I’ve just come to say that your Daddy is sorry he won’t be home till seven o’clock,” said Mr. Jones. “He has some work to do and can’t leave early as he said he would. He will be home as soon as he can.”

“Thank you, Mr. Jones,” said Mother. Jack shut the door and went back to the tea-table.

“Oh, what a pity!” he said. “Poor old Daddy!”

“Mother, he hasn’t got his lamp, you said,” cried Mollie. “He will have to come home in the dark!”

“He will fall into the ditch!” said Betty.

“He will walk into the pond!” said Jack.

“He will go right past our house and won’t see it!” said Mollie, almost in tears. “Oh, Mother, what will he do in the dark without a lamp to show him the way? Can’t we go and take him one?”

"Of course not," said Mother, clearing away the tea. "Daddy will be all right."

"But Mother, he *won't*!" said Mollie. "It is so horrid to see in the dark. I went upstairs in the dark the other night, and I walked right into a chair and bumped my knee."

"Don't worry," said Mother. "I expect Daddy will find a big, bright lamp to light him home!"

"What lamp?" asked Jack.

"Wait and see!" said Mother. "Now get out your cards, Jack, and we'll have a game of snap before bedtime."

So they all played snap till Mollie's bedtime. Then when she was ready for bed, Mother called Jack and Betty and they got ready for bed too.

"Mother, can we watch for Daddy to come home?" asked Jack. "Mr. Jones said he would be here at seven o'clock. I'd like to see him coming in at the gate with the big, bright lamp you told us about."

"Very well!" said Mother, laughing. "You shall all put on dressing-gowns and stand at the window to see Daddy coming home by the light of the big, bright lamp."

They put on their dressing-gowns and stood at the window. Mother pulled back the curtains and put out the light.

"Oh!" cried the children, in delight. "It isn't dark outside at all! It is as light as can be!"

"The moon is in the sky," said Mother. "That is Daddy's big, bright lamp! He does not need to carry a lamp to-night! There is one in the sky for him—much brighter than his own little lamp! It is moonlight to-night. Do you see how bright it is out-of-doors? The moon is giving her silvery light to the world to-night, and so Daddy will be able to see his way home easily."

"He won't fall into the ditch!" said Betty.

"He won't walk into the pond!" said Jack.

"He won't go right past our house!" said Mollie.

"And look, Mother, there are other lamps to guide Daddy home," said Betty. "Do you see the hundreds and hundreds of twinkling stars in the sky?"

"All winking and blinking at us!" said Jack.

"Daddy is lucky to come home on a night like this!" said Mollie.

"Here he is," said Mother. Sure enough, there was Daddy coming down the lane. He could see the way quite well, and the children could even see a parcel he was carrying.

And in the parcel was a little present for each of them to make up for their disappointment in not having Daddy to play games with them as he had promised! Wasn't that nice for them?

"Daddy, you had a big, bright lamp to show you the way home to-night," said Mollie.

"Did I?" said Daddy, in surprise. "What was that?"

"THE MOON!" cried everyone—and how they laughed!

TWO YEARS IN THE INFANT SCHOOL

IN THE MOONLIGHT

(STORY FOR PICTURE-SENTENCE CARD No. 75)

CUCKOO WOOD is a lovely place. The bluebells grow there in the spring-time and the foxgloves in the summer. Children picnic there each day, and run about and play between the trees. It is their very own wood.

But at night-time Cuckoo Wood does not belong to the children. No—they are all in bed and asleep. The wood belongs to someone else then!

It belongs to the fairies. As soon as the sun has gone, and night creeps over the little wood, the fairies wake up. Soon the moon comes slowly up the sky and the wood is full of silvery moonbeams. The stars shine out and twinkle down on the bluebells. The fairies know that it is time to wake and play.

They slip out of the bluebells. They creep from the hollow trees. They come from under the toadstools and how they chatter and dance!

“It is our daytime!” they cry. “It is night for children—but it is day for us! We sleep in their daytime and they do not see us, for we hide ourselves so well. But in the night we wake and play! The moon is up! We can see the beautiful wood. Let us dance!”

Then they take hands and dance in a circle all about the wood. They point each little foot, turn themselves about, clap hands and sing for joy.

“By the moon we sport and play,
With the night begins our day!”

All night long they dance and play. The moon goes down the sky—the sun peeps over the edge of the world, day is beginning again!

“Now the daytime has begun,
All our songs and play are done!”

sing the fairies. Back they go to their hiding-places—in the hollow trees, under the toadstools, into the bluebell flowers—and there they hide whilst we go running into the woods to have *our* play-time!

And all the time the fairies are there with us, hidden away, sleeping soundly. I wish I could find one, don't you?

THE MAN IN THE MOON

(STORY FOR PICTURE-SENTENCE CARD No. 76)

PAM saw the moon in the sky as she was going to bed one night. “Oh look!” she said to Mother. “There's the moon!” Then Mother told her a funny rhyme. This is how it went:

“ The man in the moon
Came down too soon,
And asked the way to Norwich.
He went to the south,
And burnt his mouth
With eating cold pease porridge! ”

Pam laughed. She thought that was a funny rhyme. She said it after Mother and soon she knew it herself. She kissed Mother good night and lay in bed looking at the big, round moon through the window. She said the funny rhyme to herself—and do you know, no sooner had she finished saying it than a most extraordinary thing happened!

The man in the moon came down to Pam! There he stood on the end of her bed, waving his hat to her and smiling all over his big, round face.

“ Hallo! ” he said. “ Can you tell me the way to Norwich ? ”

“ Why do you want to go there ? ” asked Pam.

“ I don’t know,” he said. “ I just want to get there, but I don’t know the way.”

“ You go to the south,” said Pam—“ but please, man in the moon, be careful not to eat cold pease porridge.”

“ Why ? ” he asked, in surprise.

“ Because you will burn your mouth with it,” said Pam. “ It says so in the rhyme.”

“ But how can I burn my mouth with *cold* pease porridge,” said the man in the moon.

“ I don’t know,” said Pam, puzzled. “ Wait a minute—I’ll call my Mother and ask her.”

So she called Mother. “ Mother! Mother! I want you! ”

But as soon as Mother came into the room, the man in the moon jumped out of the window and vanished!

“ The man in the moon was here! ” said Pam, to Mother. “ He came down from the sky—he really did ! ”

“ Well, he’s back again now! ” said Mother, pointing to the big moon shining high in the sky. “ You’ve been dreaming, Pam! ”

But Pam didn’t think she had—and now she is waiting to see if the man in the moon did burn his mouth with eating cold pease porridge!

TWINKLE TWINKLE

CECIL SHARMAN

Tenderly

Key G

VOICE

PIANO

p

Twin-kle, twin - kle lit - tle star, How I won - der

what you are, Up a - bove the world so high, Like a

mf

p

dia - mond in the sky.

pp

THE MOON

ENID BLYTON

CECIL SHARMAN

At an easy flowing pace Key Eb || : *mf* .s }

VOICE

PIANO

p (*legato*) *mf*

f .s :l .s | *f* .s :m .r | d ,r :m .s }

moon is ve - ry big and round, It shines up in the

f d' : - .l *p* | s ,l :s .m | l ,t :l }

sky; I nev - er hear it make a sound,

p

The Moon (cont.)

Musical score for "The Fish Song" by John W. Johnson. The score is in 2/4 time, key of B-flat major (two flats). It features a vocal line and a piano accompaniment. The lyrics are: "Slow - ly sail - ing by. It smiles at me, it".

Musical score for "The Clouds" in 3/4 time, key of B-flat major. The score is for voice and piano. The lyrics are: "smiles at you, Be - hind the clouds it peeps. It". The piano part includes dynamics *p* and *mf*. The score is divided into three measures. The first measure contains the lyrics "smiles at you,". The second measure contains "Be - hind the clouds it". The third measure contains "peeps. It". The piano part features a melody in the right hand and a bass line in the left hand. The key signature has two flats (B-flat and E-flat). The time signature is 3/4. The score is written on a grand staff with a treble and bass clef. The lyrics are written below the vocal line. The piano part includes dynamics *p* and *mf*. The score is divided into three measures. The first measure contains the lyrics "smiles at you,". The second measure contains "Be - hind the clouds it". The third measure contains "peeps. It". The piano part features a melody in the right hand and a bass line in the left hand. The key signature has two flats (B-flat and E-flat). The time signature is 3/4. The score is written on a grand staff with a treble and bass clef.

roams the sky the whole night through, I won - der

The musical score for 'The Little Boat' is presented in two systems. The first system features a vocal line in treble clef and a piano accompaniment in bass clef. The vocal line begins with a half note G4 (labeled *p*) and a half note A4 (labeled *pp*), followed by a series of rests and notes. The piano accompaniment starts with a half note G3 (labeled *p*) and a half note A3 (labeled *pp*), followed by a series of rests and notes. The second system continues the vocal line with a half note G4 (labeled *p*) and a half note A4 (labeled *pp*), followed by a series of rests and notes. The piano accompaniment continues with a half note G3 (labeled *p*) and a half note A3 (labeled *pp*), followed by a series of rests and notes. The score is written in 2/4 time and includes dynamic markings such as *p* (piano) and *pp* (pianissimo).

Topic No. 39

Oranges, Lemons, Bananas—Fruit from Warm Sunny Lands

SECTION I: *THE TALK*

WHAT fruit do you like to eat? Apples—pears—plums—cherries—bananas—oranges—what a lot there are! They are all sweet and delicious, and it is hard to say which we like the best.

Perhaps we like oranges best, because they are so very sweet and juicy. Sometimes Mother cuts them in half, sometimes she peels them for us, and sometimes she even lets us suck out the juice through a hole! Whichever way we eat them, we think they are delicious.

We do not eat lemons as we eat oranges. Why not? They are too sour! But we drink the juice of lemons, and like it very much. What do we call the drink? Yes—it is lemonade. We like it in hot weather.

Both oranges and lemons come from warm, sunny lands. We do not grow them in our own country, because the sun here is not hot enough to ripen them properly. We can grow apples, pears, plums, greengages and strawberries, but not oranges, lemons or bananas.

Bananas like to grow in hot sunny lands too. They grow in big bunches, and the skins are green, not yellow, when they are picked to be sent away to other places. If the bananas were picked when they were ripe, they would arrive at our markets all soft and quite uneatable, so they are packed when unripe and they ripen to the pretty yellow colour we see when they hang in the shops. Have you seen a cluster of green bananas hanging up at the back of a greengrocer's shop to get ripe? You must look and see next time you go to shop there.

The little boys and girls who live in the countries where bananas grow like to pick them when they are ripe and yellow. What a lot of bananas they eat! They taste most delicious when they are picked straight off the tree. So do oranges, much more delicious than when we buy them from the shop, for then they have travelled a long way and do not taste quite the same.

An orange-tree is a beautiful sight to see. Its leaves are dark green and glossy, and when the fruit is ripe it hangs all round the tree, hundreds

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of shining golden balls. You would love to see the oranges growing! The orange-tree looks like a fairy tree then. Its flowers are pretty too, sweet-smelling white blossoms that come in the spring-time.

Orange-trees are planted in rows, and are carefully looked after. An orange grove in spring-time is a lovely place, for the orange blossom scents the whole district. When the oranges are ripe the grove is beautiful too, for the sight of hundreds of trees all hung with glowing oranges is glorious to see. How lucky the children are who live near by, for they can pick an orange straight from the tree and eat it! We should like to do that, shouldn't we?

When the oranges are ready to be picked and sent away, the workers go to the groves. The oranges are green when they are picked, for, like bananas, they must not be sent away when too ripe, otherwise they will arrive in our shops quite unfit to eat. So they are gathered when still green, for they will ripen themselves off the tree when they are picked. The pickers wear gloves to save the skin of the oranges from being spoilt. They pick them very carefully indeed, and do not allow them to fall. Then the oranges are sorted out into sizes, and each one is carefully wrapped in soft paper. Have you taken the paper from an orange? When you do this next time you must think of how the orange-picker wrapped it up in a far-away sunny land, and packed it carefully into a big box with many other oranges ready to send away to little boys and girls like you.

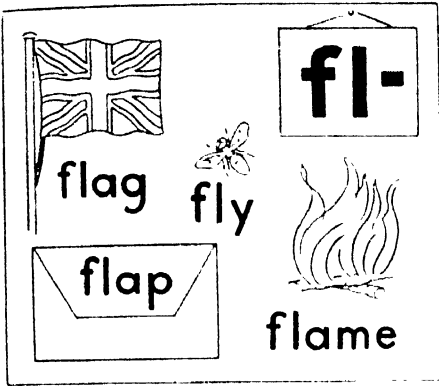
The orange and the lemon are like one another in some ways—but one is yellow and the other is the lovely rich colour we always call orange. The lemon is a different shape too—more like an egg—and the orange is always round. We know that they taste different—one sweet and the other sour. Both have thick skins outside, which we have to take off before we can reach the juicy part. The little “quarters” we eat are really juicy seed boxes, for they hold the seeds, which we call pips. If we plant an orange pip and keep it in a warm place, it will perhaps grow into a tiny orange-tree for us.

We make something very nice with oranges! Who knows what it is? It is something we eat with our breakfast. It is the sweet marmalade that we spread on our bread. Marmalade is orange jam, and we like it very much. What a lot of nice things we have to eat and drink!

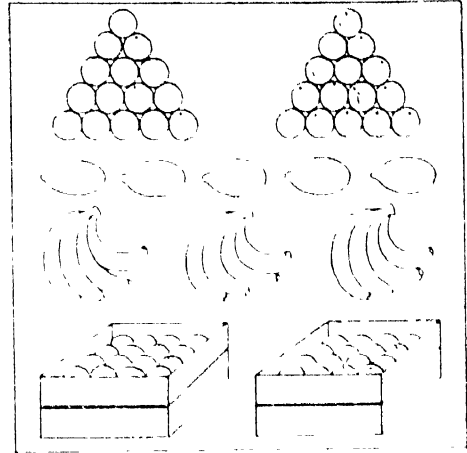
SECTION II: ORAL COMPOSITION AND LANGUAGE TRAINING

(1) **L**ET the children name all the fruits they know.
(2) What fruits have they seen growing?
(3) Some fruits like plenty of sunshine—more sunshine than we get in our land. Oranges, and lemons come from very sunny lands, and bananas come from hot lands.

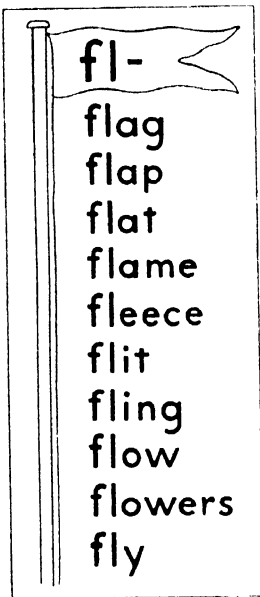
(4) Ask the children if they remember learning about anything else that comes from hot lands: cocoa from the cocoa-trees, sugar from the sugar cane.



480



489



481



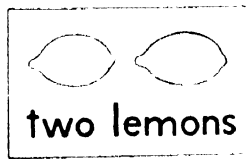
484



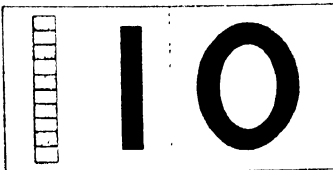
483



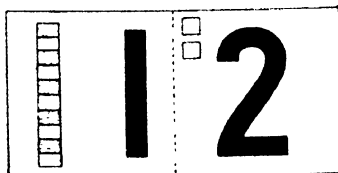
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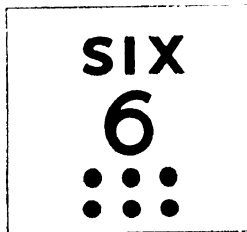
482



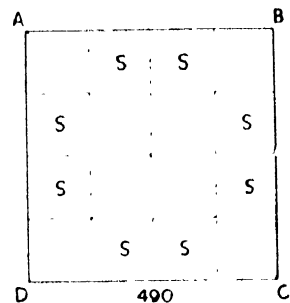
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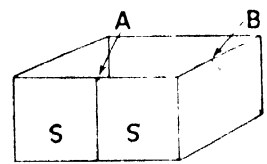
488



485



490



491

FIGS. 480-491.

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(5) Let them tell about the oranges and lemons they have seen in greengrocers' shops. How are they arranged? Where do they generally see the bananas?

(6) Let the children look at an orange and a lemon, and tell how they differ in colour, shape and taste. How are oranges used? How are lemons used? Marmalade, lemonade.

(7) The inside of the orange: the thick skin is the peel. Inside there are juicy seed boxes. The seeds are called pips (apple pips, etc., etc.) Get from the children that the oranges and lemons differ in (a) colour, (b) shape, (c) taste.

(8) Let them look at the coloured picture and describe an orange-tree. Let them talk about the people who are picking oranges. Both the picture and the fruits are useful for teaching children to observe shapes and colours—golden oranges are like the gold sun.

(9) Read these rhymes to the children:

(1)

What is pink? a rose is pink
By the fountain's brink.
What is red? a poppy's red
In its barley bed.
What is blue? the sky is blue
Where the clouds float thro'.
What is white? a swan is white
Sailing in the light.
What is yellow? pears are yellow,
Rich and ripe and mellow.
What is green? the grass is green,
With small flowers between.
What is violet? clouds are violet
In the summer twilight.
What is orange? why, an orange,
Just an orange!

C. ROSSETTI.

Let the children give in turn the name of something that is pink, red, blue, white, green, etc.

(2) EATING AN ORANGE

An orange cut up and spread out on a plate
Is all very well for those who are great,
But to make a small hole and to suck till it's done,
With both hands to squeeze it, is much better fun.

E. V. LUCAS.

(3) ORANGE-TREES

I know where lovely trees are found
With golden fruit the whole year round.

From each green branch hang gilded balls,
It doesn't matter if one falls.

Sometimes we call them orange-trees,
But it's quite plain to one who sees—

That once a fairy queen had planned
To make of this a fairy land.

These shining balls are apples gold
That princes sought in days of old.

DAMARIS.

SECTION III: READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

(a) **R**EVISE the sound *l* as in *lip*. Tell the children to place the tongue lightly on the hard palate and smile. Tell the children to listen to the sound of *l* in these words: *lemon, lonely, mellow, lace, flowers, leaves*. Tell the children that *l* is a lovely sound. Let them try to think of more words beginning with *l* or containing an *l* sound. It is difficult for little ones to find a sound in the middle of a word. They may remember *silver* from the talk about the *silver* moon. Most children will remember the word *lullaby*.

(b) Words beginning with *fl*. Print the letters *fl* on the board. Say a few words beginning with *fl* to the children, and let them listen to them: *flowers, fleece, float*.

Show the children the picture card (Fig. 480) for *fl*, and let them say the words. Let the children suggest other words that begin with this sound. They may remember the leaves came *fluttering* down (Topic No. 35). The *fleece* of Mary's lamb. Get from them by suggestions words like *flat, fling, flow, flit*. Let the children *flit* about like fairies.

Take great care that no child gives the word *leaf* for the *fl* sound. If such a word is given, write it on the board, and sound it carefully to show that the *l* sound comes at the beginning of the word and the *f* at the end.

(2) *Word Recognition*

Revise the names of the colours (see Fig. 330, Topic No. 28). Many children will be able to recognise all these words when they are printed on the board—*red, orange, yellow, green, blue, violet*.

Revise some of the names of the numbers, especially *one, two, eight*.

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(3) *The Sentence Method*

Let the children give sentences about one of these fruits: oranges, lemons, bananas. Leave three useful sentences on the board:

- (a) Oranges grow in hot lands ; or
The orange-tree has a pretty flower.
- (b) Little black children like bananas.
- (c) Lemons are yellow.

Tell the children the story of little black Sambo. He lived far away in the hot lands in the south. Show the children where the south is by pointing to the sun at noon. Ask the children what fruit trees grow in Sambo's land. What other pleasant things grow in his land ? Perhaps the children will remember the sugar cane and cocoa-tree.

Sambo was never cold, because the sun shone warmly all the year round. Ask the children at what time of the year we are sometimes cold. Winter.

In Sambo's land there is no winter and the trees are always green.

Help the children to retell the story and let them act it. Show them picture-sentence card No. 77, and let them talk about it. They will like to look at little black Sambo. Let children come out in turn and tell the class something about the picture. For example:

Sambo has curls or Sambo has black curly hair. Sambo is like my golliwog. I see some bananas, etc.

When they have talked about the picture, print the sentence on the board. Let some children come out and try to read it. Some may be able to. When the children have tried, read it slowly, pointing to the words for the sake of the backward children :

"Little black Sambo liked to eat bananas."

Let a child pick out the words with an *l* sound in them. See that the children pronounce the word *little* correctly, giving the two *l* sounds.

Ask them why Sambo has a capital letter.

Although *banana* is a new word, little ones easily remember it because it is long, and because of its *a*'s and *n*'s.

Children will like to draw this picture.

Revise picture-sentence card No. 46. Let the children notice the word *fly*. Revise cards Nos. 24, 65 and 70.

Give some of the children picture-sentence cards, and let them look through them to find words beginning with the *l* sound.

Tell the story of Flo, Lenny and Hal, and how they tried to paint oranges and a lovely orange-tree with dark green leaves and golden fruit. Let the children retell the story, and help them with questions.

What did Flo bring to the table ? Her new paint box.

What did Hal run to get ? A little dish of water.

What colours did the children need ? Green, and so on.

When they have retold the story, show them picture-sentence card

No. 78. Let them talk about it. Let children come out and tell something about the picture. Which child do they think is Flo? Which is Lenny and which Hal? Let one child tell all the things she can see in the picture.

Tell them you are going to write the sentence on the card on the board. Let the children try to read the sentence to themselves as it is printed on the board. When a number of children have read it or tried to read it, teach it to the rest.

"Look, Flo, I have painted a lovely orange-tree," cried Hal.

Let the children pick out the words with an *l* sound in them. Remind them that *l* is a lovely sound. This will help them to remember the two *l*'s in *lovely*.

Teach the sentence carefully. Most children will remember *I have*, but *painted* may be new to them.

The little ones will like to imitate Flo, Lenny and Hal in trying to paint lovely orange-trees.

While some are crayoning or painting, others can read, and the weaker ones be helped.

Test some of the weaker children on the picture-sentence cards already used.

Let some of the weaker ones try to read sentence strips. Let the best children use the loose words to make some of the sentences, or let them try to read a primer. Any difficult words in the primer can be dealt with in the Word Recognition period. Some children only learn words by constant repetition. The Word Recognition period can be very valuable if the teacher makes notes of words that cause difficulty.

(4) *Letter Recognition and Spelling*

Print *fl* on the board again, and ask the children for words beginning with *fl*. They will know more words now. Write each word on the board as it is given, spelling it clearly. Begin a card with the children for words beginning with *fl* (Fig. 481). Let the children suggest words for it from time to time. Sometimes use it for sentence making. The quicker children may now like to keep lists of words in their own books. Encourage them to do this. They can add words to their lists in the writing lessons. These books, if well kept, help them to read, because the children delight in finding new words in their books to add to their lists.

To learn words well, children need to see them in different positions and associations. The Sentence Method has its dangers if it leads to children recognising words only in a certain context. However, the writing lessons, spelling lessons and word recognition lessons do away with this danger to a great extent.

See that every child knows the capitals *F*, *L* and *H*. They can come out and write the words *Flo*, *Lenny* and *Hal* on the board.

TWO YEARS IN THE INFANT SCHOOL

SECTION IV : WRITING

- (1) **R**EVISION of any capitals or badly made letters.
(2) Writing and drawing words from a copy and from memory: *flag, flap, fly, lemon*. Revise word cards already used. Let the children write any words they like from memory.
(3) Some phrases and pictures to be copied and written from memory. Two suitable phrase cards are shown in Figs. 482 and 483.
(4) A sentence and picture from a card (Fig. 484).
(5) Other sentences can be written on the board for the children to copy. Some of the weaker children can write a sentence word for word with the teacher. Let the children choose a sentence strip to copy.
(6) Writing the names of some of the figures as in Fig. 485.

A Writing Pattern (Fig. 486)

See that the writing of these patterns does not become too mechanical. Let some children who do not seem to profit by it drop it for a while. It should come as a welcome relief to children who have been writing between fairly narrow lines.

Fig. 486 is a good swinging pattern. The children can call it the waves of the sea that help to bring oranges to England. They can colour the bands alternately blue and white.

SECTION V : NUMBER

- (1) **C**OUNTING, threading beads (see Topic No. 19), and using bead chains. Give some children practice in recognising the figures from 1-20 by letting them use counters and loose figures. Let them count out 13 counters and put the number by the last figure. Careful speaking is essential in counting exercises.
(2) Let the children use sum cards and sum slips for addition, and some children make up addition sums by using the clock (Topic No. 33, Fig. 403) and dominoes.
(3) Begin to take the association of numbers 10-15 with their values in terms of bricks or sticks. Begin with the 10 bricks. Use large cardboard figures. Show that the 1 in 10 stands for the large brick (made up of 10 little ones), and the 0 is put there because there are no little bricks beside it.

Let the children have 10 little bricks or cubes, and build them into a vertical column. Let them compare these 10 with the large brick (of 10 joined cubes), and see that ten 1's is the same as one 10. Let the children have strips of paper 4 inches long and 2 inches wide. Let them fold one strip in half. They draw the 10 column on the first half and write 1 by the side, as in Fig. 487. On the second half there is nothing, so the children put 0. This gives the notation for 10. Let them tear some of their strips in half, and on one half draw 1 brick and the figure 1, on another half draw 2 separate bricks and the figure 2. Show them how to make 11 and 12 by placing the 1 and 2 respectively on the 0,

as in Fig. 488. Let the children make the numbers 11, 12, 13, 14, 15, using the large brick of 10 and little bricks for the units. Let the children draw the picture each time as in Fig. 488.

(4) Let the children make balls of Plasticine. They will like to call them oranges. Divide one into halves and then into quarters. Give the children squares and circles of paper and let them divide them into halves and quarters. Teach the name *quarters*.

(5) Do some simple taking away sums with the "oranges." Here are 6 oranges; 2 are given away. How many are left? Draw an orange-tree on the board with 12 (or any number) oranges on it. Let the children pick them in 2's and see how many are left, etc.

SECTION VI: DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of orange-trees, ladders, boxes, men picking oranges (the coloured picture will give the children many ideas), or a fruit-shop showing pyramids of oranges, bananas, lemons, etc.

(2) *Drawing to help Writing and Number* (Fig. 489)

(a) A pyramid (hill) of oranges, or several pyramids. How many in each row? How many in each "hill"?

(b) A row of lemons. The children will have noticed the shape of the lemon during the Talk, and so will be able to draw the pointed ends.

(c) Clusters or bunches of bananas.

(d) Boxes of oranges. How many can be seen in each box?

(e) Some children will want to draw ladders. Tell them to count the number of rungs on their ladder. Very tall ladders will probably be drawn.

(3) *Modelling in Clay or Plasticine*

Oranges, lemons and bananas. Let the children have examples of these fruits to copy. When they have modelled one as correctly as possible, they can do as many more as they like.

(4) *Paper Modelling*

A box for oranges. This is a very simply made box for little ones. Fold a square of paper into sixteen squares. Use this folding as an opportunity to teach again the words *half* and *quarter*. First the children fold their paper and get two halves, then they fold again and get four quarters. Let them open their paper and look at the four quarters. Fold the square up again into quarters. They have a new and smaller square that they must divide into halves and quarters. Fig. 490 shows all the folding necessary for the box. The sides SS are bent up, the corners ABCD can be fastened with pins as in Fig. 491. Let the children make oranges in groups of 12 (a dozen) to pack into their boxes.

TWO YEARS IN THE INFANT SCHOOL

SECTION VII: *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *A Musical Game*

“Oranges and Lemons,” *Song Time* (Curwen). Teach only the first verse, or the children can pass under the arch to the music only. The last child should always be the one to be held by the bridge makers. This makes the game less exciting. The last child is asked in a whisper, “Will you belong to the oranges or lemons?” When a fair number have been chosen, the game ends in a tug-of-war.

(2) *Playground Games*

For cold weather. Jumping on the spot, so many high jumps, so many short jumps. Any games already taught.

(3) *Songs and Rhythmic Play*

Nursery rhyme: music on page 583

MY MOTHER'S MAID

Diddlely, diddlely, my mother's maid,
She stole oranges, I am afraid;
Some in her pockets, and some in her sleeves,
Oranges, oranges, I do believe.

(a) Let the children sing the tune to “la.” The time is easy, and can be clapped in threes.

(b) The children sing the words; in the second line they turn to each other and shake the head solemnly. In the third they pat their sides for pockets and arms for sleeves, and at the last line they shake their finger at an imaginary maid.

(c) Let the children stand with feet apart and hands on hips, and sway from side to side to the music. They swing the weight of the body from one foot to the other, raising each foot in turn. One sway goes to each bar. The children can hum or sing while doing this.

SECTION VIII: *STORIES*

A WONDERFUL DAY

(STORY FOR COLOURED PICTURE)

PEPITA lived in a big town far away. She saw the trams every day, she ran down long streets and she had to be as careful of the motor cars as you. The streets were noisy and dirty, and in the summer how hot the town was! Little Pepita did not like it.

“Mother,” she said, “I wish I was like Cousin Juan. He lives always in the country. I would like to live in the country too. It is green and shady there. Here it is so hot, and I am always so thirsty.”

“I will write to Cousin Juan and ask if he will have you for one day,”

said Mother. "Soon the orange groves will be full of ripe oranges, and you will like to help the pickers to gather the pretty fruit."

"Oh, Mother, write to Cousin Juan to-day!" cried Pepita. So Mother sent Pepita to buy a stamp, and she wrote to Cousin Juan.

Next week there came a postcard from Juan. He was ten years old and could write very nicely.

"Put Cousin Pepita on the bus on Wednesday morning," his card said. "I will meet her at the stopping-place here. We shall be picking oranges that day, and Pepita shall help."

Pepita was so excited. The next day was Wednesday. So Mother washed her best frock and ironed it. She washed Pepita's black hair too, and sent the little girl to bed early. Pepita woke up as soon as the sun did! She jumped out of bed and ran to the window. What a lovely sunny day!

The little girl was soon dressed. She helped her mother to get breakfast, and then she ran out to see if the bus was in the market-place. Yes—it was there, ready to take Pepita and many other people out into the beautiful country. The little girl climbed in, and off went the bus, rumbling out of the town into pretty lanes.

Cousin Juan was waiting for Pepita at the stopping-place six miles away. He kissed her and looked at her pretty frock. "Oh, Pepita, you should have put on an old frock," he said. "I wanted you to help me to pick oranges to-day in my father's grove—and you will get dirty. I will lend you an old overall."

Pepita was so happy. She danced along under the trees, and told Cousin Juan how hot and dirty the town was and how lovely the country was. Juan said he liked to visit the town. He thought it was exciting to see trams and motor cars rushing about. But he loved the country too.

Before long the two children were in the beautiful orange grove. How lovely the golden fruit looked, hanging in hundreds on the glossy green orange-trees! The sky was a deep blue. A tiny breeze played round the grove and blew Pepita's hair about.

"You must wear gloves to pick the oranges," said Juan, giving his little cousin a pair of gloves. "We must be very careful not to spoil the fruit. These oranges are being sent to near-by towns, not to far-away lands. If we send them to far-away countries, we have to pick the fruit when it is green. If we pick it ripe and golden, we must not bruise it or press it, or it will be spoilt. So be careful, Pepita."

Pepita was *very* careful. She gathered the round fruit gently. Juan helped her. Soon they had a great basketful by them. Juan's grove was a small one, and he and his father did their own packing. The fruit was not sent to the factory to be sorted and packed, as it was from many bigger orange groves. So Pepita was shown how to wrap soft paper round each golden orange, and how to put it carefully into a box. What fun it was! The oranges smelt so fresh and sweet.

"Are you thirsty, Pepita?" asked Juan. "Go and pick the biggest, sweetest orange from a tree and suck it for yourself!"

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How delicious that orange tasted! It was as sweet as sugar, and so juicy that the juice ran all down Pepita's overall!

The little girl was sorry when the lovely day came to an end and Juan put her safely on the bus again. "Come again soon," he said. "You have been a great help, Pepita! Give these to your mother!"

He handed Pepita a big basket of the loveliest golden oranges he had picked that day. Pepita was so pleased! She called thank you and good-bye, and then off went the bus to the town again!

"Mother, I shall save up my money and buy an orange grove!" said Pepita that night. "It's the nicest place in the world! Did you like the oranges I brought you?"

"I was very pleased to see them," said Mother, "but I was *much* more pleased to see my little girl safely back again, so happy and brown."

LITTLE BLACK SAMBO

(STORY FOR PICTURE-SENTENCE CARD NO. 77)

SAMBO was a little black boy. He lived far away in a hot sunny land, where there was no winter and where the trees were green all the year round.

The sun was so hot that Sambo wore no clothes. He had a necklace round his neck, which he liked very much. He had a bracelet on his ankle. But he did not bother about coats or hats or shoes. It was much too hot!

His hair was black and curly—it curled in tiny rings all over his head. His face was as black as a golliwog's. He was a fat little black boy.

Little black Sambo liked to eat bananas. They grew in his village, and when they were ripe Sambo and the other children had a lovely time! They could climb the banana trees and pick the big bunches of yellow fruit. Then they would peel it and eat the sweet, creamy banana inside.

One day Sambo's mother couldn't find him. He wasn't in the hut. He wasn't lying in the shade, asleep. He wasn't even in the village! She called him.

"Sambo! Sambo! Where are you?"

But no little black boy came running to answer her. Wherever could Sambo be? She asked the other children where Sambo was.

"We don't know," they said, shaking their little black heads. "He did not play with us this morning. He said he was hungry. He ran away up the road."

Sambo's mother went up the road too. She knew there were some big banana-trees growing on the hillside. She ran to them, calling loudly, "Sambo, Sambo! Where are you?"

"Here, Mother!" said a little voice—and there was naughty little black Sambo, sitting down on the ground, peeling and eating bananas! How many had he had? Well, I really couldn't tell you!

"Sambo! You must not run away and eat bananas like this!" said his mother. "You will be ill! Come home with me at once! You are too little to run away."

So Sambo went home with his mother—but with him he took the rest of his bunch of bananas—and when his mother put him into the hut to rest, and peeped in to see if he was asleep—he was eating the rest of the bananas!

"You will turn into a banana yourself!" cried his mother. "You greedy little boy!"

Sambo wouldn't like to be a black banana, would he? Perhaps he won't be so greedy now!

FLO'S NEW PAINTS

(STORY FOR PICTURE-SENTENCE CARD NO. 78)

FLO was so pleased because she had a beautiful box of paints for her birthday.

"Will you let Hal and me use them sometimes?" asked Lenny. "We haven't any paints."

"Yes, of course you shall," said Flo. "Let's use them now and paint something lovely!"

She put her box of paints on the table and opened it. Hal went to get some water. Lenny asked Mother for some paper.

Soon the three children were ready.

"What shall we paint?" asked Flo.

"I shall paint an orange," said Lenny. "That will be easy to draw."

"I shall paint a whole *pile* of oranges in the greengrocer's shop!" said Flo. "I saw some yesterday, and they did look so lovely."

"And I shall paint an orange-tree with lots of oranges growing on it," said Hal. So they all began. Lenny painted a beautiful orange, round and golden. He mixed red and yellow together to make the colour right.

Flo mixed red and yellow together too and made a beautiful orange colour. Then she painted a big pile of oranges. They looked splendid. But Hal's picture was the best of all. It was an orange-tree. The tree was dark green and the oranges on it were like golden balls. It was very pretty indeed.

"Look, Flo, I have painted a lovely orange-tree," cried Hal.

Mother popped her head in at the door. "What good, quiet children!" she said. "What have you painted?"

When she saw their oranges, and Hal's lovely tree, she was so pleased.

"Well, I can't *paint* oranges, because I haven't a nice paint-box like Flo," she said, "but I can *give* oranges! Go into the dining-room, Hal, and take three oranges from the dish—one for each of you!"

TWO YEARS IN THE INFANT SCHOOL

“Oh, thank you!” cried Hal. “This is a real orange morning, Mother!”

“I like eating oranges as much as I like painting them,” said Flo. “I hope they are nice and sweet!”

They were—and you may be sure it took less time to eat those oranges than to paint them! Didn’t they have a nice morning?

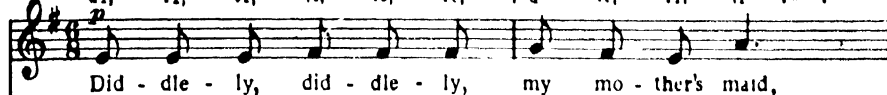
MY MOTHER'S MAID

CECIL SHARMAN

Key Eml. A sad song. Sing it steadily

G = Doh 1, :1, :1, It, :t, :t, | d :t, :t, :r :- :- |

VOICE



PIANO



|| d :- d | r :r :r | m :r :d | s :- :- | l :s :f | s :s :s |

She stole o - ran - ges I am a - fraid, Some in her pock - ets, and



|| r :m :r | m :- :- | r :m :f | d :r :m | r :d :t, | l, :- :- ||

some in her sleeves, O - ran - ges, o - ran - ges, I do be - lievel



Topic No. 40

The Mouse

SECTION I : *THE TALK*

MOST of us have seen a little mouse. Sometimes we have mice stealing in our larder. Sometimes we see them running in the garden, and, if we have any cornricks near we may have seen them there, for they love to nest in those.

House mice love to be where we are—for they know that where a man sets up house, there will they find food! So mice follow man wherever he goes. If we did not keep cats we should find so many mice everywhere, stealing our food, that we should not know what to do! The story of Dick Whittington will remind us of a land where the mice and rats were so bold that they even came to dinner with the people and ran over the dishes! That land had no cats until Dick Whittington's cat came—and after that there were not nearly so many mice!

Who has seen a mouse close enough to notice exactly what it is like? It is a pretty little creature, a soft grey-brown in colour. It is very small, and is timid and fearful, frightened at the least noise! It has a little pointed nose, large rounded ears, long whiskers, and bead-like black eyes, very bright indeed. It has a long tail, and little pitter-pattering paws, as we know quite well if we have heard mice scampering behind our walls in the night!

The mouse loves to live in a hole in a house from which it can get its food. It has its own secret ways to our larder, and, when we are all in bed at night, the mouse takes its family to our larder shelves, and there they feast on what they can find—cheese, bacon, bread, pudding—anything they can nibble or gnaw! We have to cover up all our food if we know there are mice about, or it will certainly be found and nibbled.

If we hear the mice and come to look for them, we shall not find them! They will have heard our footsteps and will have scampered away down a little hole, through their tunnels to their safe home, wherever it may be. There they will wait until all is quiet and dark again. Then out they will come once more.

Someone may be waiting for them—someone with a quiet, velvet paw! Who is that? It is their great enemy, the cat! Cats love to

TWO YEARS IN THE INFANT SCHOOL

catch and eat mice, and will wait for a long time by a hole hoping that a mouse will pop out. Cats walk so silently that even a quick-eared mouse cannot hear them. Mice have enemies outside the house too—the soft-winged owl, the sly stoat and the quick weasel. They must be very careful as they run through their grassy tunnels out in the fields, or they will be pounced upon by one or other of their enemies.

Mice make themselves cosy little nests and there they bring up their pretty little families of baby mice. Perhaps they make the nest of paper, which they have stolen from us. Perhaps of hay or of dry grass. The baby mice lie there warm and safe until they are old enough to follow their mother to our larder, or into the fields to look for corn or seeds.

The little harvest mouse, found in the cornfields, makes a beautiful nest for his wife and family. Perhaps some of us have seen it, if we are country children. It hangs its nest a little way up the stalks of corn, so that the stalks hold it firmly. The nest is made of grass-blades or wheat blades, and they are all closely woven together to make a wonderful ball-shaped nest. The inside is very warm and cosy. There is no door to this nest—so how do the harvest mice get in and out? They push their way in between the grass-blades, which, as soon as the mice are in, close together again—and there are the mice, safely inside the nest! No enemy can enter, for there is no proper doorway to be found!


Inside may be the father and mother mouse and five or six baby mice too. What a cosy house! I would like to peep inside, wouldn't you?

Who has seen a pet white mouse? It is a dear little thing, and may be very tame. It is just like a house mouse, but is white instead of grey-brown, and its eyes are not black and bead-like, but a pinky colour.

It is a pity that mice come to steal our food, for they are such pretty little creatures that we would like them to be our friends, and not our enemies! But if we made friends with them, and allowed them to do what they liked, we should soon find our larders empty. So we have to ask puss to come to our help. Then the mice run away and leave us alone!


SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

- (1) **L**ET the children tell all they know about the little mouse.
- (2) Let them look at the coloured picture and tell what they notice about the mouse. He is small, he can run up the candlestick, grey in colour, soft fur, round ears, whiskers, black eyes like beads, little paws, long tail.
- (3) What the little mouse can do—nibble with his sharp teeth, run, scamper, frisk, creep, squeak, climb.
- (4) Where he lives. How the mother mouse makes a nest for her babies.
- (5) What mice like to eat—cheese, bread, meat, cake—all the things that we like to eat.



C

cat
cap
cot
cup



C

mice
nice
rice
spice
ice

492



A bun with ice on it

497



I am on the ice

500




mice

495




creep

496




cr

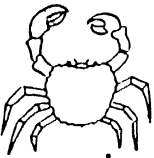
cross




crumb



cry



crab



crow

493




Two mice

498



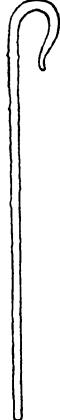
A little nest

499



Do not cry



501



cr
X


cross
cry
creep
cream
crumb
crow
crab

494











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





503









502











506


A

 + 0 =

B

 + 1 =

C

 + 2 =


504

10

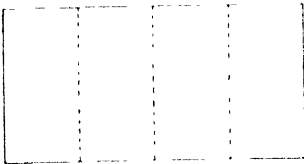


505 a

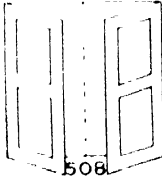
10



505 b



507



508

Figs. 492-508.

TWO YEARS IN THE INFANT SCHOOL

(6) The enemy of the mice—the cat. The little mice creep pitter-pat about the house, but the cat can walk even more softly. Why?

(7) Perhaps the children have seen pet mice or white mice and can talk about them.

(8) The harvest mouse. Where he builds his nest. Among the corn, etc. This will interest country children.

(9) A good deal of language work can be done in connection with the picture. Children can learn to use the words *mouse* and *mice* correctly, and new words like *scamper*, etc. One little mouse is nibbling the candle. Two little mice are scampering about. One mouse looks like the mother mouse; she is sitting up and looks as though she were dividing a crumb for her two baby mice, etc.

(10) Teach these rhymes, or read them to the children:

(1)

There once was a mouse,
A funny little mouse,
Who dwelt in an outhouse shed;
And she had a nest,
A cosy little nest,
And some nice warm hay for a bed.

Remind the children of the *st* sound in *nest*. Let them say the verse, pronouncing the *t* carefully.

(2)

Mice, mice, troublesome mice,
Eating my crumbs as though they were nice;
Running and scampering over the shelf,
All over crockery, china and delf;
Nibbling at raisins, at currants, and rice,
Eating my sago, corn-flour, and spice.
Getting more troublesome every day;
And when I would catch them, not one will stay,
But turns, for a moment, a beady black eye,
Cocks two little ears as he says, "Good-bye;"
Gives his long, thin tail a twist and a roll,
Then "scratch," and away he goes down a hole.

(3)

Oh, how nice! Ten little mice,
Learning their A.B.C!
Oh, what fun! see how they run!
Surely they can't fear me!

(4)

Revise the rhyme of "Hickory Dickory Dock" (Topic 18).

SECTION III : READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

(a) **R**EVISE the sound of *c* (hard) and *k*. Show them the picture card for hard *c* (Fig. 118, Topic 11), and let them say the words: *cat, cake, cot, candle, cap*. Show them also the card for *k* (Fig. 202, Topic 18), and let them say the words: *kit, kettle*. Remind the children that *c* and *k* sound the same. The two letters *-ck* are often found at the end of a word making one sound—*clock, Jack, cock*.

(b) Teaching the soft sound of *c* (Fig. 492). Draw two *c*'s on the board, each a different colour. Draw under one a *cat* and under the other some *mice*. Print the words *cat* and *mice*, making the *c*'s different colours. Let the children read the words. The *c* in *mice* has a soft sound like *s*. Write the words *mice, rice, spice, ice*, on the board for the children to read. Let them use these words in sentences:

We have *rice* pudding for dinner; or
Mice like *rice*.
 Mother puts *spice* in the cake.
 In the winter we see *ice*.
Ice cream is *nice*.

(c) Some more double consonants—*cr*. Tell the children that *c* and *r* sound very well side by side. We can hear them at the beginning of many words. Let the children look at the words on card (Fig. 493) and sound them: *cross, crumb, cry, crab, crow*. Let them suggest other words or help them by suggestions:

The little mouse *creeps* about the house.
 The fly *crawls* up the glass.
 The cock *crows*.
 The cow gives us milk and *cream*.

The shepherd has a *crook*. Draw a crook on the board for the children.

Read to the children rhyme (2) again, and tell them to listen for the words with a soft *c* sound—*mice, rice, spice, nice*; for words beginning with the sound of hard *c*—*crumbs, crockery, currants, corn-flour, catch, cocks*. See how many children can hear the two words that begin with *cr*—*crumbs, crockery*.

(2) *Word Recognition*

Teach any words needed for the primer that is being used.

Revise all the words "giving directions" taken with the children, for example:

Come to me. Stand. Sit. Sing. Run to the door. Bring me a book. Put the box here. Find the book. Jump. Skip to the door. Hop to me. Ring the bell. Go to the door.

Make a list of words or phrases forgotten, and revise them with a weaker group. The child's oral work will always be in advance of his power to read; and it does not always follow that because a child can

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tell you in the oral lesson a number of words beginning with *cr* that he can read them. However, the oral work makes reading easier and more enlightening.

Write the words given below one by one on the board, and see how many children can recognise them. The children can come up and whisper them to the teacher:

what, shall, are, one, watch, wash, house.

(3) *The Sentence Method*

Let the children give sentences about the mouse. Write some on the board for reading. Choose one or two to remain up, for example:

The little mouse creeps about the house.

Tell the children the story of the ten little mice and how they tried to learn to read. Let the children retell the story. Help them by questions—What did the cat say when he saw them?

Show them picture-sentence card No. 79. Let a child come out and count the little mice. Write on the board for them what it says under the picture. The words tell us what the cat is saying to himself:

“ Oh, how nice! Ten little mice
Learning their A.B.C! ”

Teach this sentence in the usual way. Let the children notice the soft *c* in *nice* and *mice*. *Learning* will be a new word.

Let the children act the story. Ten can be “ little mice ” learning to read, and one child “ the cat ” who makes them all scamper away.

Tell the children the story of Babs and Jack. They got up early one morning and crept down as quiet as mice to get the breakfast for their mother. Children will like to hear about their doings. Let them retell the different things done by Babs and Jack. The crumbs they made as they tried to cut the toast. How the cream was spilled to the joy of Kitty, their cat.

Show them picture-sentence card No. 80. The children will know at once what it is about. It is Babs and Jack creeping down stairs like mice. When they have talked about the picture, copy on the board the sentence underneath. The children will be able to guess what it says:

“ We must creep down stairs like mice,” said Jack.

See that the slow children recognise every word.

It is a good plan to write the sentence each day on the board, altering the words slightly or the order of the words. This will show if a child is trusting to memory or really reading; for example:

“ Creep down stairs like mice,” Babs said.

“ We are creeping down stairs like mice,” Jack said.

“ Down stairs we will creep,” said Babs, etc.

Revise picture-sentence card No. 50 (Topic 25).

The friendly cow all red and white
I love with all my heart,
She gives me *cream* with all her might
To eat with apple tart.

Picture-sentence card No. 11 for the word *nice* (Topic 6).

Let the children read again card No. 24 (Topic 12) and notice the soft *c* in *fleece*.

"Mary had a little lamb with *fleece* as white as snow."

Picture-sentence cards No. 38 and No. 48 are also useful cards to revise.

Let the children work as before in groups: (a) Reading primers or home-made reading books; (b) Revising picture-sentence cards and drawing them; (c) Using the sentence strips and loose words, etc.

A Test.—Give one group the new sentence strips, sheet 9 (in Topic 41, page 612B). These must of course be cut up. (Mount them first on stiff paper, and they will have a longer life.) Choose a group not advanced enough to use a primer. Children that can read these strips without having to match them with the corresponding picture cards will now be ready to use a primer. The picture cards needed for matching should be hung up. Put with them a few not needed as this makes a better test. As each child matches his strip and reads it, he can be given something else to do.

A few picture-sentence cards can always be kept hanging up, but they should be varied each week. Little ones like to go over and read them at odd times.

(4) *Letter Recognition and Spelling*

Print *cr* on the board. See how many words the children can remember. They will probably think at once of *creep*, *cry*, *cross*. Get other words by suggestion. Begin a card for words beginning with *cr*—but only put on the card words the children have used or found in their readers or picture-sentence cards (Fig. 494). *Crab* and *crow*, for example, can be left unless a child really wishes to have them added.

Suggest that the children bring the other cards containing words beginning with *br*, *dr* and *tr*. The children enjoy reading these lists.

SECTION IV : WRITING

(1) **W**RITING and drawing words from a copy and from memory (Figs. 495 and 496). Also the words: *cap*, *cot*, *cry*, *cross*.

(2) Some phrases and pictures to be copied and written from memory (Figs. 497–499).

(3) Some sentences (Figs. 500 and 501).

(4) Let the children practise drawing some figures. They will probably draw them badly, as they do not get a great deal of practice, most of their sums being at present worked with the help of loose figures.

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A Writing Pattern (Fig. 502)

This should only be used if needed. Fig. 502 shows a writing pattern that will amuse some children and suggest good and bold patterns. It is supposed to represent "the twist and roll of the little thin tail of a mouse."

SECTION V : NUMBER

- (1) COUNTING to 50.
(2) Simple addition sums with apparatus and sum cards
1-10.

(3) Simple taking away problems with apparatus only, 1-10.

(4) Continue to take the association of numbers 10-15 with their values in terms of bricks or sticks. (See Topic 39.) Take this work only with the best children.

Let the children count out sticks and tie them up in bundles of 10 (elastic bands are useful for fastening these bundles). With the aid of these bundles and loose sticks let them make all the numbers from 10 to 15. They place a figure beside each number made as in Fig. 503.

Give the children cards like those shown in Fig. 504 A, B, C, for the numbers from 10 to 15. Let the children find the right figure to match with each card.

Let the children draw some number pictures themselves of these numbers; for example, they draw a bundle of 10 sticks and draw 3 sticks beside it for 13, and so on.

(5) Let the children have 12 counters and 2 sticks. Place 10 of the counters in a straight line and over the top put the figure 10. Put the stick vertically on the right-hand side, as in Fig. 505a, and place the remaining 2 counters to the right of it. Let the children count 10 and 2 are 12. Now let the children take the other stick and place it so as to divide the 10 into 9 and 1, as in Fig. 505a. Let them read what they have, e.g., $9 + 1 = 10$ and 2 more = 12.

Remove the stick one place to the left, as in Fig. 505b, and let the children read again $8 + 2$ are 10 and 2 more are 12. Again remove the stick one to the left, and obtain $7 + 3 = 10$, and 2 more = 12. Continue thus until all the numbers that make 10 have been worked through.

SECTION VI : DRAWING AND HANDWORK

- (1) *Free Expression Work*

FREE expression work on a large scale of little mice playing about.

(2) *Drawing to help Writing and Number (Fig. 506)*

(a) A row of candlesticks.

(b) A row of crosses. How many crosses? The children can group 15 crosses in groups of 5, etc.

- (c) A row of crooks.
- (d) A row of ice-cream cornets.
- (e) Some little ones may like to draw a row of mice.

(3) *Modelling in Clay or Plasticine*

- (a) A mouse.
- (b) A candle.
- (c) A candlestick.

(4) *Paper Folding*

A cupboard. Give the children an oblong piece of paper, and let them fold it into four equal parts, as in Fig. 507. Remind them that each part is a *quarter*. Then let them fold it as in Fig. 508, to make a cupboard. Let them draw panels or decorations on their cupboard, and draw inside all the things that little mice like to eat. Some children will like to put a little mouse in the cupboard.

SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Dramatisation*

PRETENDING to be a little mouse—creeping about quietly, scampering about, hiding from the cat, running from the cat, etc.

(2) *Rhythmic Exercises*

The above dramatisation can be done to music. The children creep in to slow, very soft music. As the music gets more lively they scamper about and play, and then at a loud chord that represents the cat, they scamper back to their holes.

Revision of any exercises previously taken.

(3) *Playground or Classroom Game*

Snapdragon.—The class are divided into circles with a child in the middle of each. The children in the circles stand with arms outstretched, palms downwards. The child in the middle tries to “snap” (hit) the hand of one of the children before it is dropped to the side. The children drop their arms the moment they expect to be “snapped,” but they must not keep their arms down. The child in the middle must dodge about trying to catch the unwary. If a child’s hand is slapped the circle dance round, and this child changes place with the child in the middle and the game starts again.

(4) *Songs*

- (a) Revise “Hickory Dickory Dock,” *Song Time* (Curwen), and “Pussy Cat, Pussy Cat,” *Song Time* (Curwen).
- (b) Teach the song on page 598, “The Field Mouse.”

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SECTION VIII : STORIES

THE LITTLE MOUSE FAMILY

(STORY FOR COLOURED PICTURE)

ONCE upon a time, there was a little mother mouse. She had a cosy nest at the back of a cupboard in the hall. No one knew she had a nest there. Nobody ever went to the cupboard except the cook to get a broom she kept there.

The cupboard was dark, but the mother mouse did not mind that. She did not like the bright daylight. She was frightened of that. She had made her nest in the very darkest corner.

It was such a warm, cosy nest. Do you know what it was made of? The mouse had found an old newspaper on a shelf in the cupboard. She had nibbled bits off it, and each little bit she had carried to her corner till she had about a hundred pieces. She put them all together, and then found some grey fluff that had come out of the carpet-sweeper. It was dirty, but she didn't mind that. It was *warm*—and that was why she liked it!

She took that to her corner too, and put it with the paper. Her nest was ready! It was such a fine one for her baby mice. She had five little babies, the prettiest little things you can imagine! They were all just like their mother, but smaller. They had grey-brown fur, the brightest black eyes, just like beads, and long, thin tails that they curled round themselves when they went to sleep.

They slept curled closely up to one another. The paper nest was warm, and the little mice slept well. There were no enemies near, for the cupboard door was always shut, and the big, black cat never came inside. It was a fine place for a nest!

The mother mouse had a tiny hole at the side of the cupboard. She sometimes used to squeeze herself through this and run behind the wall for some way till she came to another hole. And where do you think this hole led to? It led into the larder!

Oh, how the mother mouse loved the smell in that larder! There was cheese there, bacon, bread, pudding on a plate, and sometimes a cake or a tart. What a fine time the mouse had nibbling away at everything! She always kept a sharp look-out for the cat, because sometimes the larder door was left open and then Puss slipped in!

One night the mother mouse told her little mice they could come with her to the larder. It was time they learnt the way. How excited they were! They had heard such tales of that larder!

"Now follow me closely," said the mother mouse. "Do not lose sight of me or you may go through the wrong hole and find yourself in the kitchen near the cat. And whatever you do, run fast the moment I squeak—because if the larder door is open, the cat may come in! Then you must run for your lives!"

They all followed their mother. She squeezed herself through the hole

that led behind the wall. All the little mice came too. They ran behind their mother to the other hole—and then they all followed her into the larder. Oh, the smell! Oh, the wonderful food there!

Someone had left a candlestick on the shelf with a candle still in it. One little mouse ran to the candle and began to nibble eagerly. He liked the taste very much. The mother mouse found a large cake crumb and divided it in half for two of the hungry little mice. Another mouse found a tart and began to nibble that. The last mouse of all was so excited that he scampered round and round until his mother told him to be quiet.

What a time they had! They ate till they could eat no more, and the baby mice felt very sleepy. Suddenly their mother stopped quite still and listened. Then she gave a high squeak of fright and rushed for the hole. All the mice followed her except one who lost his way. He scampered all about trying to find the hole. Where was it, where was it?

The big, black cat had come into the larder! The door had been left open, and he had smelt the mice. He heard the little mouse rushing round and round, and he waited until it came near to him—then he meant to dart out his big paw and catch the mouse!

“Here’s the hole, here’s the hole!” squeaked the mouse’s mother, her whiskers sticking out. “Quick, quick!”

The tiny mouse fled right under the cat’s paw and ran into the hole—he was safe! How they all rushed back to their dark cupboard!

“What an adventure!” said Mother Mouse. “I shall look and see if that larder door is open next time I take you out to dinner!”

THE MOUSE SCHOOL

(STORY FOR PICTURE-SENTENCE CARD No. 79)

THERE were once ten little mice who wanted to be clever. They had seen boys and girls reading books, and they thought it would be grand to learn to read too. So when Woffly found an A.B.C. book what excitement there was!

“Come along!” he cried. “I will teach you your letters. You shall learn how to spell words. M-O-U-S-E spells mouse! How clever we shall be!”

The mice rushed to the big book. They all crowded round and looked at it. What funny letters there were in the book!

“Now, pay attention!” cried Woffly. “You must all learn well to-day! Then we shall be clever little mice, and everyone will think we are wonderful!”

So the mice sat round in a half-circle and looked at the A.B.C. book. They were all very quiet and good. They did very badly want to learn to be clever.

Now behind the curtain lay Puss, asleep. She woke up and sniffed. She smelt mice! Aha!

She peeped under the curtain—and what did she see?

TWO YEARS IN THE INFANT SCHOOL

“ Oh, how nice! Ten little mice
Learning their A.B.C.”

purred puss to herself. “ I shall be able to have a good dinner to-day.”

Now a big mouse happened to come by that way, and saw all the little mice learning their letters. She saw the cat too, peeping under the curtain, waiting for a chance to catch those mice.

“ I’ll tell you what to learn first! ” cried the big mouse. “ Learn how to spell CAT—C-A-T ! There’s one under the curtain! ”

And then the little mice saw the puss—and how they scampered off! Only just in time too, for the cat jumped out at them, and knocked over their lesson-book!

“ No more lessons for us! ” cried the mice. “ We’ve learnt C-A-T, and that’s all *we* want to know! What a narrow escape we’ve had! ”

And after that nobody wanted to be clever again. Another mouse used the pages of the A.B.C. book for making a nest—and she said that was the best way for mice to use books—for nests, and not for lessons! But *we* don’t think so, do we ?

THE CREEPING MICE

(STORY FOR PICTURE-SENTENCE CARD NO. 80)

BABS and Jack woke up very early one morning. They sat up in bed and looked at the clock. Half-past six!

“ Shall we give Mother a surprise ? ” said Babs. “ We could go down stairs very quietly, and get the breakfast for her! ”

So they dressed themselves, and then opened the bedroom door. “ We must creep down stairs like mice! ” said Jack. So down they went, very softly, and the stairs did not creak at all.

Then they began to get breakfast. Babs laid the table. She remembered everything, even the cruet!

“ I will make the toast,” said Jack. So he turned on the gas for the toast. He cut the bread into slices. He cut away the crusts neatly. There were crumbs as well as crusts to throw out to the birds! How pleased the sparrows were!

“ Now I will get in the milk,” said Babs. “ The milkman stands it outside the door with the little pot of cream.”

So she got the milk-bottle and the pot of cream. But as she brought it into the kitchen she fell over Kitty the cat! The milk did not spill, but some of the cream did. It ran on the floor—and Kitty was *so* pleased! She licked up the cream as fast as she could!

Jack put the kettle on to make the tea. Breakfast was nearly ready. They heard Mother and Daddy getting up—and very soon Mother came running downstairs.

“ Good gracious! ” she cried when she saw all that the children had done. “ How kind you are! Daddy! Here is the breakfast all ready for us! Come along and see! ”

Then down they all sat to have breakfast, and you may be sure that that morning Daddy caught his train easily, without having to run at all, and Babs and Jack were not late for school. They were the very first there because they had had breakfast so nice and early!

THE FIELD MOUSE

ENID BLYTON

CECIL SHARMAN

Simply

Key D $\dot{1}$ s | m . d : f . r | s : m . s | l . f : t . s | d' : - . s }

p

VOICE

1. I live a-mong the grass - es, And watch them growing high, And
2. The Bum-ble, fat and fur - ry, A fly - ing vi - sit pays, And

PIANO

p

$\dot{1}$ m . d : f . r | s : m . s | l . f : t . s | d' : - . t }

as the sum-mer pass - es, They seem to touch the sky. The
Cat - er - pil - lars hur - ry, A - down the grass - y ways. I

mf

$\dot{1}$ l . l : t . d' | r' . s : - . s | l . l : t . d' | r' : - . s }

Spi - ders are my neigh-bours, Such bu - sy peo - ple they, I
am your lit - tle bro - ther, A Mouse in brown and grey, So

p

$\dot{1}$ m . d : f . r | s : m . s | l . f : t . s | d' : - . ||

watch them at their la - bours, A - spin - ning day by day.
If we meet each o - ther, Please let me run a - way!

p

Topic No. 41

People Who Work For Us—The Baker, The Postman

SECTION I : *THE TALK*

A GREAT many people work for us every day. The policeman takes us across the road and looks after our houses and shops at night. The dustman takes away our rubbish. The road-sweeper keeps the roads clean. The bus-driver takes us to school in his bus, or carries us out into the country for a holiday. The engine-driver drives the trains for our fathers, and takes many of them to town each morning.

The postman works for us too, and so does the baker. What does the postman do? He brings us our letters each day. We always know when he is at the door because he knocks loudly—rat-a-tat-tat! Then we run to the door to pick up the letters. If it is our birthday or Christmas-time we may get parcels too. What fun that is! We have to open the door for the postman then.

What happens when we write a letter? Do we give it to the postman? No, we take it to the letter-box or pillar-box. What is the pillar-box like? It is a big red thing, and has a slit at the top, like a mouth—and that is where we put our letters! It is fun to post letters. We hear them drop down into the box, and we know they will wait safely there until the postman comes to take them.

How does the postman get them out of the box? The letter-box has a little door in the front of it. On this door are printed the times when he comes to take our letters out. At the right time he comes along, dressed in his neat blue uniform and cap, with a sack over his shoulder. He takes out his key and unlocks the door of the letter-box. What a lot of letters there are inside! He takes them all out and puts them into his sack. Then he locks the door again and goes away. He takes the letters to the post office and there they are all sorted out and sent off to their different places. In the morning they arrive at many different towns, and each postman takes a bagful and sets off to deliver them to the right houses. Perhaps he has to come to our house—rat-a-tat-tat! We take the letter he brings and run to Mother with it. It may be from Granny, asking us to go to tea. It may be a card for someone's birthday. We are very glad to have it!

TWO YEARS IN THE INFANT SCHOOL

At Christmas-time the postmen are very busy. There are so many letters and cards and parcels for them to deliver. They have red mail-vans to take the letters and parcels from each post office. You can see a mail-van in the picture. It is red, like the letter-box, and on it are the letters E.R. which mean Queen Elizabeth. Our letter-boxes and vans always have the Royal letters on them. Would you like to be a post-man? You would have to wear strong boots, for postmen walk many miles a day!

The baker is another friend of ours. We love to look in his shop when Christmas-time comes near because then he has so many lovely things there for us to see. There are Christmas cakes with snow men on, and perhaps a Santa Claus. There are mince pies, spicy buns, all kinds of cakes, and perhaps some boxes of crackers and chocolates. The baker has a fine shop at Christmas-time! He makes birthday cakes too, and often we have seen a big iced cake with candles on it, and someone's name in the middle. How lovely if it were our own name! There is bread in the shop as well—many many loaves for us to choose from.

The baker bakes our bread. Every day he comes to our door with his big basket and asks Mother how much bread she would like—and does she want a round loaf, or a cottage loaf, or a long loaf, or a brown one? Mother takes what she wants and cuts the loaf into slices for bread-and-butter at tea-time. We like bread very much.

The baker works hard each night when we are asleep. He has to bake his bread for us then, so that we may have it nice and fresh in the morning. Sometimes the bread is still warm when we take it from his basket!

The baker has a great big oven at his shop. He makes his bread of flour and water and yeast. He mixes it all together into dough, and then he presses it and works it about in his hands—kneads it, we say—and when it is ready he puts it into the oven to bake. What a big fire he has to warm his oven!

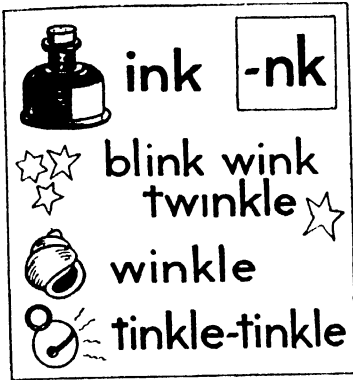
When the bread is baked, the baker takes it out of the oven. It is ready to sell to us! Off he goes on his rounds, and Mother gets out her pennies to buy the bread.

How hard the baker and the postman work for us! They are our good friends, and we could not do without them. We will always say "Good morning!" cheerfully when we see them!

SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

(1) **A**S Christmas is getting near children will like to tell about the many good things they have to eat at this time—cakes, buns, pies, etc., that are made by the confectioner and baker. The baker makes something which we need far more than cakes—bread.

(2) Let the children describe the baker's shop—full of loaves of all kinds, etc.



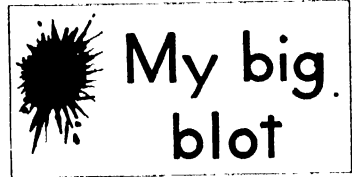
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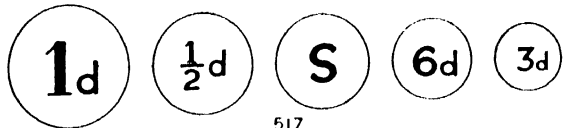
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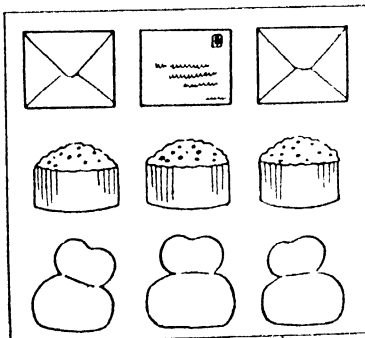
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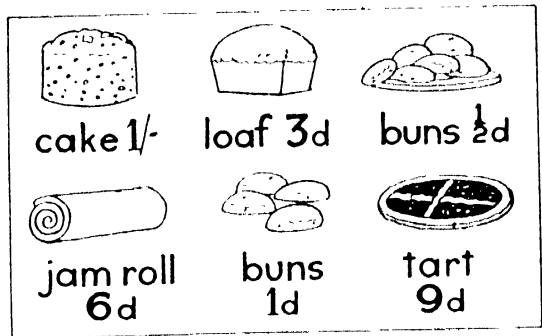
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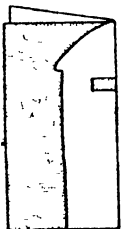
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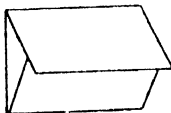
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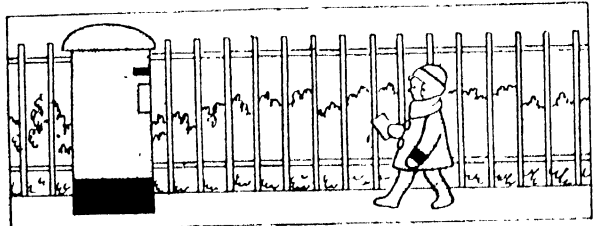
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522



521

Figs. 509-522.

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TWO YEARS IN THE INFANT SCHOOL

(3) Let the children tell what bread is made from—flour. When little ones are asleep the baker's man is busy making bread for them in his great oven.

(4) Let the children tell how a bread man comes every day. What is his cart like? Who else comes often to our door with a loud "rat-tat"? The postman. What does he bring?

(5) Let the children describe his dress—dark blue, etc., his sack.

(6) Let the children chat about letters. The envelope, the stamp, the pillar-box, etc.

(7) Let them look at the coloured picture and tell what they see there. The mail-van—let them describe it. We can always tell it, because it is painted red and has the Queen's name on it: E.R., which means Queen Elizabeth. The baker's cart. What has he got in his basket? The postman with his sack, etc.

(8) Let the children tell what they know about the pillar-box—colour, shape.

(9) Let the children say this rhyme again; it is useful for the lip letters *b* and *p* that little ones pronounce badly.

(1)

Pat-a-cake, Pat-a-cake, baker's man!
Make me a cake as fast as you can;
Pat it, and prick it, and mark it with B,
And put in the oven for baby and me.

(10) Teach these rhymes also:

(2) THE POSTMAN

Postman, postman, ringing at the bell,
Handing in a letter and a picture card as well;
I'd like to be a postman, but that you must not tell,
Postman, postman, ringing at the bell.

G. R. SIBSON.

(3) THE POSTMAN'S KNOCK

Eight o'clock;
The postman's knock!
Five letters for Papa;
One for Lou,
And none for you,
And three for dear Mamma.

C. G. ROSSETTI.

(4)

The Baker is making a cake, a cake,
The Baker is making a cake;
And Sally comes in to see it bake,
With a hop, skip and a run.

OLD RHYME.

SECTION III : READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

ASK the children for words beginning with *fl*; see how many they can remember. Their talk this week gives them a new word to add to their list, *flour*. It may happen that no child will remember a word beginning with the sound of *fl*. Sometimes one word will suggest a number; for example, give them the word *flag*, a *flap* of an envelope. A dull group can be shown card Fig. 480 (Topic 39) again.

(b) Remind the children of the sound of *ng* at the end of words. Read them rhyme (2) again. Let them listen carefully to the words *ringing* and *handing*, and say them, themselves. Double sounds at the end of a word are often neglected by the children, as the early teaching of reading tends to emphasise the beginnings of words and a child must often recognise words by their first letters. A number of oral lessons should, therefore, be given on endings.

Show them the pictures on card Fig. 509. Ask for the last two letters in the first word *ink*. Let the children tell the first sound, short *i*, and then the second *nk*. The sound *nk* is made at the back of the throat. Remind children of the different sound which *n* made when it was next to letter *g*. Now it has just the same sound when joined to letter *k*. Let the children say *ink*, and *king*.

Let the children read the words *blink* and *wink*. They will remember their talk about the stars. The stars *twinkle*, or seem to *blink* and *wink*. When *le* is added to *wink*, it makes the word *winkle*, which is the name of one of the tiny creatures in shells, that they learned about in Topic 27.

Let the children pretend to ring a bell as they say *tinkle, tinkle*. What has every tree?—A *trunk* (Topic 31). Let them pretend to be postmen *knocking* at the door or *ringing* the bell—*tinkle, tinkle*. Let the children think of other words ending in *nk*—*pink, drink*, etc.

(c) Tell the children that just as *f* and *l* go well together, so do *b* and *l*. They know the names of two colours that begin with *bl*—*blue*, the clothes of the postman and the policeman are dark blue. *Black*—little black Sambo.

Blossom and *bloom*, the names of *flowers*, also begin with *bl*. Get other words from the children by suggestion. The wind — ?

When we write with ink we sometimes make a — ? We pull down the — when it is sunny.

(2) *Word Recognition*

Teach any words the quick children may want for their primer.

Teach these words by "Look-and-say": *post, postman, mouth, Thank you*.

Some children may remember the word *post* because of the lesson in ear-training in Topic 36. Let them notice the *th* sound and *-nk* sound in "Thank you."

TWO YEARS IN THE INFANT SCHOOL

(3) *The Sentence Method*

Let the children give sentences about the baker and the postman. Write some of their sentences on the board for all to read. Leave two or three useful sentences on the board.

The postman brings us letters.

The baker is ringing the bell, tinkle, tinkle, tinkle.

The clothes of the postman are dark blue.

Tell the children the story of little Frank who wrote and posted a letter. Let the children retell the story. They will like to imitate Frank and write a letter. When Frank ran out to post his letter, he had a good look at the pillar-box. What did he tell his mother about it?

Show them picture-sentence card No. 81. Let them talk about it. Let them describe the pillar-box. It is red like the mail-van. Which part is painted black? It has a wide mouth and a door. Who opens the door of the pillar-box? Let the children tell all they know about the pillar-box. Some may know where the postman carries the letters when he takes them from the box.

Tell the children that the sentence at the side tells us what Frank said to his mother about the pillar-box. Write the words on the board for the children to try to read. Some may be able to read most of the words. Teach it to the children:

“The pillar-box is fat and red,
Its mouth is very wide.”

(“The Pillar-box,” ROSE FYLEMAN.)

Some children may have forgotten the word *box*.

They have been prepared for the word *mouth*.

Let the children read the sentence carefully together and individually. *Mouth* is a difficult word for some little ones to say because of the *th* at the end.

Let some children act the story.

When they hear or say the word *Frank*, remind them of the *-nk* sound at the end.

Revise picture-sentence cards Nos. 51 and 52, with the children who have forgotten the word *box*.

Tell the children the story of how Sally and little Blanche went to see the baker make a cake.

They will like to say the rhyme that Sally said to her sister as they trotted along (Rhyme 4, page 602).

Let the children retell the story. Let a few children in turn act the part of bakers: (a) putting the flour into a big pan, (b) mixing yeast and water and pouring it in, (c) mixing or kneading the flour and water into a dough, (d) shaping the loaves, (e) baking.

Show them picture-sentence card No. 82. Let them talk about it. How is the baker dressed? How is he putting his cake into the oven? Which child is Sally and which is Blanche? Let a few children come out and tell about something that they can see in the picture.

Print on the board what it says at the foot of the picture-sentence card.
 "Sally and Blanche think it fun to watch the baker."

All the children must learn to *say* the sentence carefully, even if they cannot read it.

Think is a difficult word to say. Remind them of the sound of *nk*. Let them notice the sound of *bl* in *Blanche*. Some children may have forgotten the difficult word *watch*.

While some children are illustrating these sentences, others can come out and read sentence 82. Children that have difficulty with the *th* sound can revise the *th* card again (Fig. 352, Topic 30), and practise reading the words on the card shown in Fig. 354 (Topic 30).

Revise with all the children picture-sentence cards Nos. 26, 44, 47, 48, 63, 76, 77. This revision is best done in groups. Find out all children who cannot read these cards and give them special help.

Some children can read their primers, some the sentence strips on sheet No. 9 (page 612B), and some will still be learning picture-sentence cards.

Let some children make sentences and phrases with loose words.

(4) *Letter Recognition and Spelling*

Print *nk* on the board. Let the children tell all the words they can remember ending in *nk*. Print them on the board as they are given. Help the children by suggestions. Let the weaker ones come out and read a word here and there. Begin a card for words ending in *nk* (Fig. 510). Only put on the card words given by the children. Ask for words on different days. Let some children keep word lists in their books.

Print *bl* on the board and let the children give all the words they can remember beginning with *bl*. Print each on the board and spell it as it is written.

Begin a card for words beginning with *bl*. All little children will be able to read the first word (Fig. 511). Only put on the card words given by the children and found by them on their sentence cards or in their reading books. Too many words confuse them. Some children like to take these word lists down and read them in the reading lessons for the pleasure of the sound. They can also be used in the writing lessons.

SECTION IV : *WRITING*

(1) **W** RITING and drawing words from a copy and from memory—*blot, ink, letter, box, bun*.

(2) Some phrases and pictures to be copied, and then written from memory (Figs. 512, 513 and 514).

(3) A sentence (Fig. 515). Let some children copy sentences from sentence strips. (They must read them to the teacher before they begin to write), and some from picture-sentence cards.

(4) Copying words from word lists in their books.

(5) Writing the names of some numbers.

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A Writing Pattern (Fig. 516)

A writing pattern for those who need it. This pattern is really two l's written on one line, and then two on the line below. Let the children colour it how they like. Encourage them always to draw several lines of their pattern.

SECTION V : NUMBER

(1) **C**OUNTING exercises as before, also counting with every variety of material and action.

(2) Simple addition sums. For the top division the breaking up of the numbers from 1 to 10 into all possible groups and the expression of the arrangement, e.g.:

$$2 + 5 + 3 = 10.$$

(3) Money to 1s. The relation of 3d. and 6d. to 1s.—Let the children have a number of brown cardboard discs to represent pennies, and also two smaller ones for halfpence. Small white cardboard discs of appropriate size can represent threepence, sixpence and a shilling as in Fig. 517.

Let the children first practise putting the number of pennies represented by the shilling under the shilling, the right number of pennies under the sixpenny bit and then under the threepenny bit. Encourage them to substitute two halfpence sometimes for a penny, e.g. two pennies and two halfpence under 3d. Let children find out by using the pennies that sixpence is half a shilling, and threepence is a quarter of a shilling.

Let children make up sums from the picture-card (Fig. 518). Which costs more, two jam rolls or the cake? How many jam rolls can I buy for a shilling? How many halfpenny buns can I buy for 3d.? What will the loaf and the jam roll cost? How much change out of a shilling if I buy the 9d. tart? The children can change a shilling into 12 pence, count out 9 pennies and see what is left. Any number of sums can be made up.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of the pillar-box and the postman, or a baker's shop.

(2) *Drawing to help Writing and Number (Fig. 519)*

(a) Letters to post. How many letters? Each letter costs 1½d. How many halfpence for 3 letters? The children can put the right paper "coins" by each letter and count.

(b) A row of cakes.

(c) A row of loaves or any things the child likes from a baker's shop.

(3) *Modelling in Clay or Plasticine*

- (a) A pillar-box.
- (b) A loaf of bread.
- (c) A cake.

(4) *Paper Cutting*

A pillar-box (Figs. 520 and 521).

The pillar is cut from a square of red paper folded in half as shown in Fig. 520. A strip of black paper is pasted at the bottom. Mount the best cuttings and let the children draw railings at the back as in Fig. 521. Bushes can be crayoned in behind the railings if desired. Little children can be cut out of fashion plates, etc., to walk along the street.

(5) *Paper Folding*

Let the children have oblong pieces of paper and fold them into three as in Fig. 522, to make an envelope. Let them write a message inside and direct it.

(6) *Toy Making*

A bread van, a baker's cart. Paste a piece of coloured paper over an empty match-box to form a curve. The front of the match-box is cut out to be used for shafts. A bit of paper or cardboard makes a seat for the driver. Paper wheels (stiff paper) are cut out and pinned or pasted on.

SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Dramatisation*

LET the children act the parts of the postman and the baker.

(2) *Rhythmic Exercises*

Nursery Rhyme, "Pat-a-cake, Baker's Man," *Song Time* (Curwen).

(a) Let the children first hum the tune, beating time, three beats to a bar.

(b) Let them sing the rhyme while they pretend to be bakers, kneading the dough with doubled fists.

(c) Pretend to roll out dough, keeping time to the music and singing, then without singing, while the music is being played pretend to shape the cake; at the last note they clap their hands to show the cake is put in the oven.

(3) *Playground Games*

Free running, skipping and hopping exercises. When the whistle blows, stand on tip-toe.

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(4) *Songs*

(a) "Pat-a-cake, Baker's Man," *Song Time* (Curwen).

(b) "Mr. Postman." Music on page 612.

One half of the class can be children speaking to the postman, and the other half the postman.

SECTION VIII : *STORIES* THE BRIGHT NEW SIXPENCE

(STORY FOR COLOURED PICTURE)

MARY and John had such a nice surprise one morning. Mother told them that Uncle Jack had been to see her the night before, when they were in bed—and had left a bright new sixpence for the two children!

How pleased they were!

"Oh, Mother, Ronald and Joan are coming to tea to-day!" said Mary. "Can we spend the sixpence on some cakes? You said you wouldn't have time to make any for us to-day."

"You can spend it how you like," said Mother, smiling. "The baker should be coming soon. You can go and keep a look-out for him. He usually has cakes with him."

So Mary and John ran out-of-doors and swung on the gate, looking for the baker's cart. They knew it quite well. It was not very big, and a pony pulled it. They often heard his hooves going clip-clop-clip-clop down the road.

"Look!" said John. "There's the mail-van outside the post office! I expect there are a lot of parcels and letters to-day!"

As he spoke, a postman came out with two large sacks. He threw them into the red mail-van and then went back for some more. Another postman came out of the post office with a sack—but he did not go to the mail-van, he walked down the street. He had some letters to deliver at people's houses!

Soon the children heard rat-a-tat-tat all the way down the road. It was fun watching the postman going to the different houses. Once he had to stop until the door was opened, because there was a parcel to hand in.

"Here's the baker's cart!" said Mary at last. "I can hear the pony going clip-clop! Hurrah! Now we can choose our cakes! Don't let's wait till the baker gets here, John. Let's go and buy them now!"

The children scampered down the road to the baker. He had opened his cart at the back, and was taking out a basket.

"Baker, Baker, have you any nice cakes to-day?" asked Mary, running up. "We have sixpence to spend, and we want to buy some cakes for tea."

"I have some nice ha'penny currant buns," said the baker. He took out a tray of cakes and buns and showed them to the children.

"Oh, we'll have two ha'penny buns," said John. "I love buns. They do look nice and sticky, too!"

"That's a penny," said the baker. "What else would you like?"

"How much are these sugary cakes?" asked Mary, pointing to some iced cakes with jam in them. "They look lovely."

"They are four for threepence," said the baker. "There are pink and white ones. Would you like two pink and two white?"

"Oh, yes!" said John. So the baker put the two buns and the four iced cakes into a bag and gave it to the two children. How pleased they were! They gave him their new sixpence.

"There's twopence change," said the baker. "One penny for the buns, and threepence for the cakes—one and three make four. Twopence change!"

The children said thank you, and ran home with their cakes. "What shall we do with the twopence?" asked Mary.

"I know!" said John. "We will write a postcard to thank Uncle Jack for the sixpence, and we will buy a twopenny stamp with the last two pennies!"

"Good idea!" said Mary. "I'll get one of my postcards now." So she got one that she had painted herself, and together the children made up what to write. "Dear Uncle Jack, thank you for the nice new sixpence. We have bought two buns and four cakes with it, and we are buying a twopenny stamp for this postcard. Love from Mary and John!"

Mother said it was written very nicely. She said they might go to the post office and buy a stamp and post the card themselves. So off they went.

"I'll buy the stamp and you can post the card," said John. So they went into the big post office, and pushed their two pennies over the counter. The girl gave them an orange twopenny stamp. John stuck it on the card. They went out and Mary ran to the letter-box. She posted the card and both children heard it go plop! It was safely in the box! The postman would take it out and another postman would deliver it to Uncle Jack.

"What fun we've had with the sixpence!" said Mary. "Two buns, four cakes and a twopenny stamp! The baker and the postman have worked hard for us to-day. What *should* we do without them!"

FRANK'S LETTER

(STORY FOR PICTURE-SENTENCE CARD No. 81)

IT was nearly Christmas-time. Frank did hope Santa Claus would bring him some soldiers and a railway train. He wanted them so badly.

"I shall write Santa Claus a letter," he thought. "Then he will know what I want."

So he asked Mother for some paper and an envelope, and he wrote Santa Claus a letter. This is what he said: "Dear Santa Claus, will

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you bring me some soldiers and a railway train? I am a good boy. Love from Frank."

He took two pennies out of his money-box and asked Mother for a stamp. Mother said the stamp for a letter cost two pennies *and* a ha'penny, not just two pennies, so Frank took a ha'penny out of his box as well.

"Now I must post my letter," he said to Mother, when he had licked the stamp and put it on the right corner of the envelope.

"You may go to the pillar-box at the corner of the road," said Mother. "Run there and back, and don't go into the road at all."

Frank felt so important. He took the letter he had written and ran to the letter-box. How high up its mouth was! He had to stand on tip-toe to push his letter inside! He heard it go right down to the bottom of the box. It was ready to go to Santa Claus!

He ran back home. "The pillar-box is fat and red, its mouth is very wide," he told his Mother. "I could hardly reach to put my letter in. I do hope it will get safely to Santa Claus."

The postman came along with his big sack and emptied the pillar-box. He took Frank's letter too.

And do you know, on Christmas morning, Frank found a lovely railway train and a big box of soldiers on his bed!

"I knew Santa Claus would get my letter!" he cried. "Oh, how glad I am I wrote it! Mother, look what he has brought me!"

"That's because you were a good boy," said Mother, and she gave him a nice Christmas kiss!

THE BIG, BIG OVEN

(STORY FOR PICTURE-SENTENCE CARD No. 82)

SALLY lives near the baker's shop. What lovely smells came from there! Sally used to sniff and sniff and say "That's new bread I can smell! That's currant buns I can smell! That's a plum cake I can smell! Oh, how good!"

Sally often asked her mother how the baker made his bread and his cakes. Mother told her.

"One day you can go and watch the baker making a cake," she said. "That will be great fun! I will ask the baker if you may."

The baker said yes, of course Sally could go and see him baking a cake in his big oven. So Sally ran along each week-end, when there was no school, and watched the baker putting bread and cakes into his big, big oven, and taking them out when they were baked a nice rich brown.

"I'll take Cousin Blanche with me for a treat," she said to Mother one day. "Ask her to come and spend the day with me, Mother."

So the next time that little Blanche came to spend the day, Sally told her she would take her to see the baker's big, big oven. The two little girls ran down the street and as they went Sally sang a rhyme to Blanche. This is how it went:

“ The Baker is making a cake, a cake,
The Baker is making a cake;
And Sally comes in to see it bake,
With a hop, skip and a run! ”

And just as she finished singing the rhyme they came to the baker's. They ran into the shop and saw the baker standing by his oven in his white apron and cap. He was pleased to see them.

“ Sally and Blanche think it fun to watch the baker! ” he said, smiling at them. “ See me open the oven door! ” He opened it—and what a lovely smell came out! There were loaves baking there, and cakes and buns and pies! What a fine lot of things!

The two little girls watched the baker taking out loaves and cakes. Then he shut the door again and smiled at them.

“ It's nice of you to visit me, ” he said. “ Here is a new bun for each of you! Have it for your lunch! ”

Wasn't that kind of him? Sally and Blanche ran home and showed Mother the buns.

“ You may eat them now, and drink a glass of milk too! ” said Mother. “ That is the way to grow big and strong! ”

“ I do like spending the day with Sally, ” said Blanche, eating her bun. “ We *do* have fun! ”

MR. POSTMAN

CECIL SHARMAN

Rather fast Key G $\text{\textcircled{S}}$

VOICE

p (lightly)

1. Good - morn - ing Mis - ter
2. Good - morn - ing, here's a

PIANO

p (Rat - tat - tat)

Post - man, Your bag is full I see; I'm look - ing for a
let - ter, And here's a pa - per too. I've ma - ny for your

let - ter, Have you an - y - thing for me? you.
neigh - bours, But noth - ing more for

p *DS.* *mf*

Topic No. 42

Christmas

SECTION I : *THE TALK*

EVERYONE is pleased when Christmas-time draws near. It is such a happy time. We are all merry and glad, we see aunts and uncles and cousins, and perhaps Granny and Grandpa too. The postman comes with parcels and pretty cards. The shops are gay and bright, and Mother is very busy making Christmas puddings and cakes. There are Secrets in the house—nobody knows what Mother has hidden away under the stairs—nobody knows what is in the parcel that Daddy has brought home—and nobody knows what *we* have brought home from school to give Mother. What fun Christmas-time is!

Christmas Day is the birthday of the little baby Jesus. He was born long, long ago on that day. We keep His birthday every year, and, because we cannot give presents to Him, we give them to each other. We would have given Him a present long ago when He was a tiny baby, as other people did—but we did not see Him then. But we can keep His birthday now, and give presents to those we love, for His sake.

What do we do on Christmas night? We hang up our stockings! That is most exciting! Perhaps we ask Daddy for one of his big ones, so that Santa Claus will find plenty of room in it for toys. Where do we hang our stocking? Perhaps on the end of the bed—perhaps by the chimney so that Santa Claus will be sure to see it when he comes down! When we are asleep he comes along, tiptoes over to have a look at us, and then goes to our stocking. From his sack he takes the toys he thinks we will like—and, in the morning when we wake up, what fun it is to see the dolls and the soldiers, the books and other toys all peeping out at us! It is lovely to put our hands into our stockings and find what is there!

Santa Claus has a sledge drawn by big reindeer. Who has seen a picture of reindeer? What are they like? They have big spreading antlers, like tree-branches, on their heads, and they can run very fast indeed. Santa Claus has a sledge because if he had a cart with wheels it might sink into the snow on Christmas night, and he would not be able to get along. But a sledge slides along easily over the snow. What

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a full sack he has on his back! And what a jolly man he is, dressed in his red suit, with his long white beard and merry, twinkling eyes!

We love to look at the shops at Christmas-time. They are so pretty, for they are all decorated with gay chains, bells and lights. The fruit-shops are piled high with oranges and apples and nuts, there are great bunches of holly and mistletoe hung up, and perhaps we see little Christmas trees standing in rows, ready to be sold.

Do you like Christmas trees? They look quite ordinary little trees in the shops—but as soon as they are hung with pretty shining balls and ornaments, and lighted with candles, how different they look! Toys hang from every bough, and we wonder which we will have! All the lights in the room are turned out, and we see the tree shining by the light of its red, green and yellow candles. It is like a magic tree!

How do we make our houses gay for Christmas-time? We bring in holly and mistletoe, and we make gay paper chains to hang up all round the rooms. We can help in that. We help Mother to stir the Christmas pudding too, and we wish a wish as we stir, and hope that it will come true! What a lot of things Mother makes at Christmas-time—puddings, cakes, mince-pies! Perhaps she puts a threepenny bit into the pudding, or a little silver thimble—and we do hope we will get one of them! She buys crackers for us to pull. Bang! We pull them and see what we can find inside. Perhaps a paper cap, perhaps a whistle to blow, perhaps a toy.

We save our money up for Christmas-time and go shopping. Mother and Father give us presents and Granny and Grandpa too. It is nice for us to give them presents as well. Perhaps we make something at school for Mother. It is a great secret. Mother will be so pleased on Christmas morning when she sees what we have made for her!

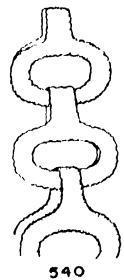
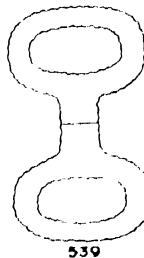
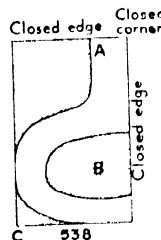
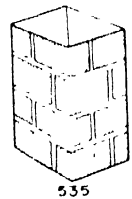
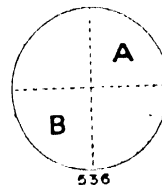
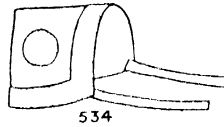
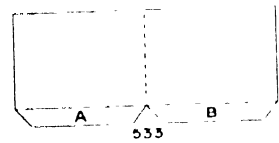
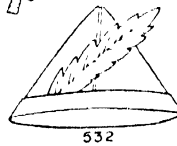
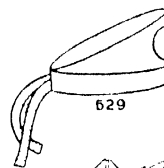
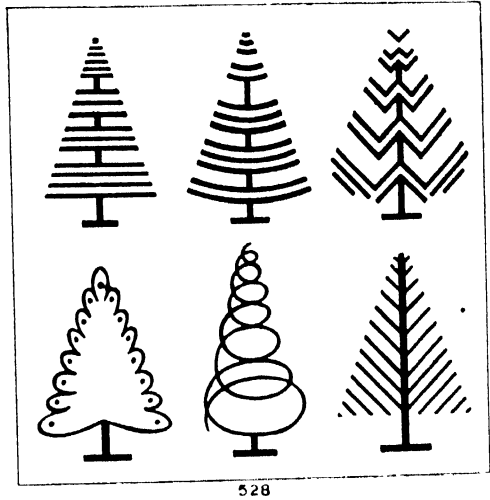
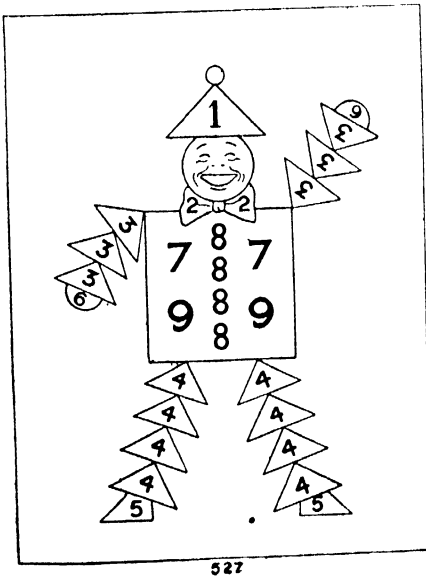
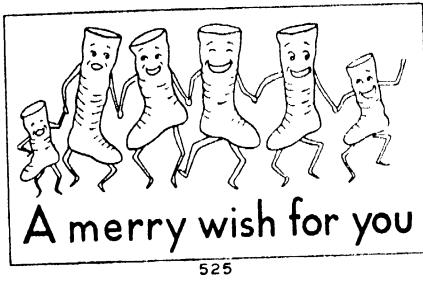
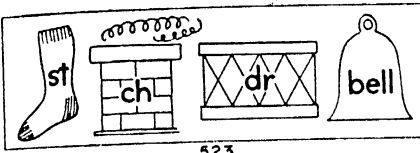
We make our own Christmas cards too. We can make them gay and bright with our chalks, and we can print a Christmas message inside if we are careful. It is fun to do our own cards. We like to have them from other people too! It is exciting when the postman brings us a pretty card from a friend. We put it up on the mantelpiece to look at.

Christmas only comes once a year, just as our own birthdays do. We wish it came more often, perhaps! When we wish each other a merry Christmas this year we will remember that it is our way of saying "A happy Birthday!" to Jesus, whose birthday it is on Christmas Day.

SECTION II : ORAL COMPOSITION AND LANGUAGE TRAINING

(1) **A**S Christmas draws near little ones will have a great deal to say about the coming pleasures.

(2) Let them talk about the hanging up of their stockings, and let them tell why and when and where they hang them up. When—on Christmas Eve, which is the night before Christmas. Where—the bed-rail or near the chimney, etc. What they find on Christmas morning.



FIGS. 523-540.

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(3) When they go downstairs everybody is wishing each other a happy Christmas.

(4) What the postman brings.

(5) The dinner mother cooks.

(6) Why does everyone want to be kind and happy at Christmas-time? Help the children to retell the Christmas story of the wonderful Baby. (See Talk and story: "The Wonderful Baby.") Let them look at the coloured picture and talk about it.

(7) Little ones will like to talk about Santa Claus; how he dresses; how he travels—his sledge and reindeer.

(8) Let the children chat about the Christmas shops. They have probably seen Santa Claus in one of them—there are toy-shops; cake-shops; fruit-shops, full of oranges, apples, nuts, holly and mistletoe, etc. The fruit-shops are the prettiest shops. Let the children tell the shop they like best. In some shops they can see some of the people they hear about in fairy tales.

(9) Let the children talk about the Christmas tree, and tell how it is made gay with toys, candles and silver stars.

More time must be given to oral work, Christmas poems and Christmas handwork this week.

(10) Read or teach these rhymes:

(1) THE CHRISTMAS TREE

Chilly winds of winter stir
Branches of the little fir,
But on Christmas it will bloom
In a warm and lighted room.

G. TABOR HALLOCK.

(2) THE CHRISTMAS STORY

Once in a far-off place, yes, very far,
The Shepherds looked above the hills at midnight
And saw, in the dark sky, a bright, new star!

Then they heard angels singing and they hastened
Down from the hillsides to the little town,
And there they found a Mother and her Baby,
And, in the straw, the shepherds bowed them down!

(3)

Rustle, rustle, paper,
Wrap your treasures tight;
Ribbons, tie your prettiest,
Christmas comes to-night.

ANNE M. ROSS.

(4) MY STAR

To-night when all the stars come out
I'm sure they'll like to see
The little silver one I've made
To trim our Christmas Tree.

MARTIN L. WAINWRIGHT.

SECTION III : READING PREPARATION

(1) *Ear-training in Sounds or Phonics*

- (a) **D**RAW a large Christmas tree on the board and tell the children they must find toys or gifts for it.

Ask for a gift beginning with the short sound of *ā*. Print *ā* on the board. Children will probably give the word *apple*. Write the word on the board and draw an apple on the tree. Next will come *b*, *bat*. Then ask for a toy or gift beginning with the sound of *br*—*brush*. See if any child can find a gift beginning with *bl*. Some child may think of building *blocks*. Little ones enjoy dressing a tree in this way. Some letters have to be left out, and some gifts or toys must be suggested to the children. It is important not to leave out the double consonants—*cr*, *tr*, *dr*, *br*, *wh*, *bl*, or any others they have learned.

(b) Many of the rhymes and jingles given this week are useful for ear-training. Let the children notice the sound of *z* in the rhyme "Playing Santa Claus." (See "Dramatisation, Musical Activities, Games, etc.")

"Dash away, flash away, zippety-zip," etc.

Tell the children to listen carefully to this rhyme. It is night-time in the nursery and all the toys are beginning to move about. Let them listen for the sounds of *cr*, *cl* and *ch*.

"Tickity-tock," said the nursery clock,

"Crack," said the nursery floor,

"Creakity-creak," said a nursery chair,

"Click," said the nursery door.

(2) *Word Recognition*

Let the children choose words about Christmas that they would like to learn. Words like *Santa Claus*, *stocking*, *chimney*, *present*, *reindeer*, *sledge*, etc., will be chosen. Many of these will be learned as sight words, but draw the children's attention to the sounds of some as this will help their memory. *Stocking*, for example, they can read by sounding. Let them notice the sound of *ch* in *chimney*—this too they can read by sounding.

Write some greetings on the board. These can be left up for several days:

- A Merry Christmas.
- A Happy New Year.
- Good Wishes for Christmas, etc.

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(3) *The Sentence Method*

Let the children choose a sentence for the board about Christmas, for example:

Christmas is a merry time.
Santa Claus comes in the night.

Tell the children the story of Santa Claus and his Sledge. Let them retell the story with the help of questions. How does Santa Claus travel? What is a sledge like? It travels easily over the snow. Wheels would sink and stick in the soft snow. How is the sledge pulled along? Not by horses, but by animals that like the cold. What is in the sledge with Santa Claus? A sack of toys, etc.

Show them picture-sentence card No. 83. Let them talk about it. Let them look at the reindeer and tell something about them. They are a little like horses, but they have lovely branching horns. Let each child come out in turn and tell something about the picture—for example, the bells on the reindeer, the long white beard of Santa Claus, etc. Write on the board the sentences under the pictures. Let the children try to read them, then read them to the children:

“Santa Claus is coming, Santa Claus is here,
Santa Claus is coming with his old reindeer.”

Teach the sentence in the usual way. Little ones quickly recognise the words *Santa Claus*. Although *reindeer* is new to them, they often remember long words more easily than short ones that look alike.

Tell the children the story of the Christmas Tree. Let them retell the story and talk about the tree. It is a subject full of interest for them. Show them picture-sentence card No. 84. Let them talk about it. Let children come out in turn to tell what they can see on it. Let them count the candles, the balls, etc.

Write the sentence on the board, let the best group try to read it on the board, and another group read it with the teacher:

“The little fir-tree was gay with candles and toys.”

Teach the sentence to all the children. *Fir-tree* and *toys* are new words. *Toys* they must learn as a sight word because they do not know how to sound it. Little ones will like to illustrate these sentences, especially the one about the fir-tree. Let them dramatise the first sentence (No. 83). (See Section on Dramatisation.)

(4) *Letter Recognition and Spelling*

Let the children draw pictures of things connected with Christmas, and print on them their names or the first letter (or letters) of their name, thus (Fig. 523):

SECTION IV : WRITING

LET the children make Christmas cards in the writing lesson and write Christmas greetings.

SECTION V : NUMBER

NO new number work will be taken this week. Let the children practise making beautiful figures so that they can make a Number Brownie (Fig. 527).

Let the children each have 4 squares of white paper, sides 2 inches, and a large piece of brown paper. One square is pasted on for the Brownie's body, as in Fig. 527. A second square is folded into quarters and then cut so as to make 4 small squares. These small squares are cut in half to make triangles. These triangles are arranged to form the Brownie's arms, legs, feet and hat (2 squares and a bit are needed). A circle is cut out for the head and little ones for the hands. Beautiful figures must be drawn on the triangles and square as shown. Little ones can choose their own figures if they wish. The Number Brownie looks very gay cut from coloured paper.

SECTION VI : DRAWING AND HANDWORK

(1) *Free Expression Work*

FREE expression work of (a) Santa Claus and his sledge, etc., (b) A Christmas Tree or any Christmas scene the children like.

(2) *Drawing to help Writing and Number* (Fig. 528)

The children will like to draw some of these Christmas trees and invent patterns of their own. They should crease their paper so as to get a straight line down the middle of their tree. Let them count their branches or curves. They like the Christmas tree made of *W*'s.

(3) *Paper Modelling*

(a) Making paper caps from tissue paper of different colours. The size of a child's head is roughly 20 inches round, so the paper must be wider than this to allow for pasting. Each child can have pieces of paper of two colours. Stars, circles, etc., can be used for decorating the hats. Very little paste is needed for keeping them together. Fig. 529, something like a Scotch cap, is simply made, and so is the well-known sugar-loaf hat (Fig. 530), which can be decorated in many pretty ways and is always popular with children. Fig. 531 shows a crown, and Fig. 532 the cocked hat: these also are easy to make. Figs. 533 and 534 show how to make a bonnet. Fold and cut the paper as shown in Fig. 533, and paste A over B. Fig. 534 shows the finished bonnet, which can be decorated in many different ways. Square caps of different heights can also be made as in Fig. 535. Some of these can be made of red paper and have narrow strips of white paper pasted across them to represent chimneys. Little ones like these chimney hats. The hats made can be worn at their party. It is not so much variety of shape that should be aimed at as pretty decorations.

(b) Making Bells (Figs. 536 and 537).—Let the children draw round templates and make circles. Cut these out, fold their discs in quarters,

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cut away one quarter, and paste A over B to make the bell (Fig. 537). The bells can be threaded on a coloured string. If made of coloured paper, or paper nicely coloured, they look pretty on the Christmas tree or hung on the walls.

(c) Paper Tearing.—A paper chain (Figs. 538–540). The children will have some practice in tearing, if they are allowed to tear ribbons and streamers, etc., for their hats. Attractive paper chains can be made simply with the fingers without the aid of paste or scissors. Let each child have an oblong paper about 4 inches by 7 inches. Fold the paper oblong on its longer diameter and leave it folded. Fold again on its shorter diameter. Hold this folded oblong in the left hand with the closed corner pointing towards the upper right-hand side, as in Fig. 538. Begin to tear at A in Fig. 538; tear off the corner C, and tear out the curved piece B (Fig. 538). Fig. 539 shows the torn piece unfolded. The links can also be cut out with scissors if desired, but the torn effect is quite pleasing. The work should be broad and free. Several links can be torn, and then threaded as in Fig. 540. Little ones who cannot tear the links will be delighted to thread them. They can thread them in alternate colours or two of one colour and two of another, etc. This is a useful exercise for number work.

SECTION VII : *DRAMATISATION, MUSICAL ACTIVITIES, GAMES, ETC.*

(1) *Playing Santa Claus*

- (a) **L**ET the children have some little bells and a whip. The whip they can make themselves of a roll of paper and a piece of coloured string.

In between each verse the children prance round to music. They stand still while saying the words, and make appropriate actions with their whips.

Dash away, flash away, zippety-zip,
Playing old Santa Claus.
A tinkle of bells and a fine new whip,
And little dogs barking applause!

(They tinkle their bells at the last two lines, and look down at imaginary dogs.)

Jingledy, jingledy, jingledy-jing!
I've numbers of things to buy—
Trains and balls and tops that sing,
And dollies that laugh and cry.

Crackety, crackety, crackety-crack!
Crackers and toys and guns;
Drums by the dozen and horns by the pack,
And candy by tons and tons!

Dash away, flash away, zippety-zip,
With little dogs barking applause;
A tinkle of bells and a fine new whip—
What fun to play Santa Claus!

(b) Dramatise the visit of Santa Claus with his sledge and reindeer. Borrow a sledge or a child's mail cart. Decorate it with paper. Have four children or six for reindeer. A child in the cart is dressed as Father Christmas. The children sit in a ring, with an opening at one side, the sledge drives in and goes round and round as the children sing to the music on page 625 :

Christmas-time has come at last,
Ring, Christmas bells!
Santa's reindeer travel fast,
Ring, Christmas bells!

Chorus

Ring, bells! Ring, bells!
Ring, Christmas bells!
Ring, bells! Ring, bells!
Ring, Christmas bells!

Santa Claus is gay and bright;
Ring, Christmas bells!
He will come when eyes are tight;
Ring, Christmas bells!

(2) *Songs*

- (a) " Dame, Get Up And Bake Your Pies," from *Song Time* (Curwen).
(b) " His First Friends " (page 626).

SECTION VIII : *STORIES*

THE WONDERFUL BABY

(STORY FOR COLOURED PICTURE)

A LONG, long time ago shepherds watched their sheep on a dark hillside not far from a little village called Bethlehem. The stars shone out in the sky and gave a faint light. The shepherds sat together, half asleep, watching to see that wolves did not come to harm their sheep.

Suddenly, as the shepherds talked together, a great light fell around them. They looked up in wonder—and, in the midst of the light they saw a beautiful angel, whose long wings spread out behind him.

The shepherds were very frightened. They fell on their knees and gazed at the shining angel.

" Fear not! " said the angel in a voice full of kindness. " Behold, I bring you tidings of great joy! For unto you is born this day in Bethlehem, a Saviour, which is Christ the Lord! And this shall be a sign

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unto you—ye shall find the Babe wrapped in swaddling clothes, lying in a manger!”

When he had finished speaking, the whole earth and sky became filled with many, many shining angels, all with joyous faces and beautiful wings. Their robes shone like stars and they sang together a beautiful song.

“Glory to God in the highest, and on earth peace, goodwill towards men!”

It seemed to the listening shepherds as if the whole world was full of this angel-song. It filled all the hills around and echoed everywhere. Then slowly the song died away, and the dazzling light faded. The shepherds looked around wonderingly—the angels were gone.

“This is a wonderful thing,” said the shepherds to one another. “Let us go to Bethlehem and see if we can find a baby lying in a manger. Then we shall know it is He of whom the angels sang. He will be the Son of God, our Lord and Saviour.”

So the shepherds climbed up the rocky path to the white houses of Bethlehem. They made their way to the inn, the place where travellers stayed for the night, and where many oxen and asses lay. There would be stables there and mangers. Perhaps the wonderful baby would be in one of them.

They came to the inn and asked if there was a new-born baby there. But the inn-keeper did not know of one. Then someone said that a baby had been born in a stable near by—a stable hollowed out of the rocky hillside—and that perhaps it might be the Babe the shepherds were seeking.

So the shepherds went to find the cave in which was a stable for oxen and asses. They wandered out on the hillside and saw a little light. It came from the stable, and showed the shepherds where to turn their steps.

They walked to the entrance of the cave. They looked inside, and by the light of the little lamp burning there they saw a strange sight. A man was there, Joseph, and a woman with a sweet, loving face—Mary, his wife, the mother of the baby Jesus. And lying in the manger, just as the shining angels had said, was a tiny new-born baby—Jesus, the Son of God—fast asleep.

The shepherds told Mary and Joseph all that the angels had said, and how the sky had been filled with light and song. Mary listened and wondered at such strange happenings.

The shepherds left the little cave and went back to their dark hillside. They never forgot that wonderful night when the angels sang to them.

The baby Jesus had other visitors—great Kings this time, from a far-off country. They too had heard of His birth, and had come to give Him presents. A star in the sky had shown them the way. They followed it until it came to rest over the house where Jesus lay, asleep in His mother's arms.

The Three Wise Men, great Kings, knelt down before the little baby

and knew Him to be a greater King than they, the greatest King in the world. They unwrapped beautiful presents for Him, and gave them to Mary, His mother.

She looked down at her sleeping baby and wondered greatly at all the marvellous happenings. She kept Him close in her arms and sang softly to Him. He was the most wonderful Baby in the world.

SANTA CLAUS IS COMING!

(STORY FOR PICTURE-SENTENCE CARD No. 83)

ONE Christmas night Dicky and May looked out of the window. The sky was full of stars, and snow lay thick on the ground.

"I wish we could see Santa Claus!" said Dicky. "I never once have seen him!"

"It is nearly twelve o'clock!" said May. "I heard the hall-clock strike eleven quite a long time ago. Santa Claus soon ought to be here!"

"Listen!" said Dicky. "I can hear bells!"

Sure enough, the sound of bells came on the air—jingle-jingle-jingle-jingle!

"It must be the sledge coming!" said May, in excitement. "Those are the bells on the reindeer! Oh, look, Dicky! There's Santa Claus himself!"

And what do you think? Over the snow came the jolly old man, dressed in bright red, riding in a big sledge, with an enormous sack of toys behind him! Reindeer pulled the sledge and the bells jingled loudly over the snow.

"Oh! Oh!" said Dicky and May, their noses pressed hard against the window in excitement. "Santa Claus is coming, Santa Claus is here, Santa Claus is coming with his old reindeer!"

So he was—but just as he drove up to their house he saw Dicky and Joan looking through the window—and he turned his reindeer and went galloping off again! Children have to be asleep when Santa Claus comes!

Dicky and May crept back to bed, disappointed. How they wished they had not stayed awake! Mother had told them to go to sleep.

But in the morning when they awoke, their stockings were filled to the very top! Santa Claus had been after all! When they told Mother about it, she laughed and said, "Oh, I expect Santa Claus visited you on his way back—and luckily you were asleep, so he left you your toys. You might easily have had none—so mind you go to sleep quickly *next* Christmas Eve!"

"We will!" said Dicky and May—and I expect they will be asleep then in two winks, don't you?

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A LITTLE FIR-TREE

(STORY FOR PICTURE-SENTENCE CARD No. 84)

THERE was once a little fir-tree that did not grow so well as the others in the wood. It was small, and no matter how it tried it could not grow tall and strong like the trees around it. It was very sad.

"I am no use!" it sighed to the wind. "I shall never be a grand fir-tree. I am a stupid little tree. I shall be cut down and burnt for firewood!"

All the other trees laughed at the small fir-tree. "You are a poor thing!" they said. "Look at us! We are strong and tall!"

One day two children came into the wood with their father. They ran about here and there, and suddenly they stopped beside the little fir-tree. "This one will do, Daddy!" they cried. "It is a dear little tree. All the others are too big."

Soon the little fir-tree was dug up and carried away. "We said you were no use!" cried the other trees. "You have been dug up! You are a poor thing!"

The little fir-tree did not know what was going to happen to it. It was frightened. The children's father found a big tub and planted the little tree firmly inside. Then he carried it into a big room. How strange!

But even stranger things happened to the little tree. The two children came running in, and put pretty candles on the little tree's branches. They hung glittering balls and ornaments all over it. And later on their mother came and hung beautiful toys on it from top to bottom! How marvellous the fir-tree looked!

On the night of Christmas Day the children's father lighted all the candles on the little fir-tree. They twinkled like stars, and the tree looked like a fairy tree, glittering from top to toe. A brown mouse looked in at the window and stared in amazement. He ran off to the wood where the tall fir-trees grew.

"Do you remember the little tree you all laughed at?" said the mouse. "I looked in at a window just now, and the little fir-tree was gay with candles and toys! It is a magic tree! It is a Christmas tree, the most beautiful and best-loved of all trees! How lucky it is! It is far more beautiful than you!"

After Christmas was over the children planted the little fir-tree in their own garden. "Do not grow too tall," they said to it. "We want you for next Christmas, little tree. You are just the right size, and your branches spread so wide, and hold so many candles and presents! You are the nicest little tree in the world!"

How happy the little fir-tree was! It was no longer sad because it was small. It swung its green branches in the wind and whispered, "I am happy! I have made others happy too! I am happy, happy, happy!"

CHRISTMAS BELLS

CECIL SHARMAN

Merry and bright

Key Eb

VOICE

1. Christ-mas time has come at last, } Ring Christ-mas bells!
 2. San - ta Claus is gay and bright, }

PIANO

p *mf*

San - ta's rein - deer tra - vel fast, } Ring Christ-mas bells!
 He will come when eyes are tight, }

p *pp*

Chorus

Ring, - bells, - ring - bells, - Ring Christ-mas bells!

f

Ring - bells, - ring - bells, - Ring Christ-mas bells! *DC*

p *f* *DC*

HIS FIRST FRIENDS

CHRISTMAS CAROL

ENID BLYTON

CECIL SHARMAN

Simply
Key Am
C = Doh

VOICE

PIANO

mp 1 The ox gave up his man - ger, The
pp 2 The lit - tle doves a - bove Him, Looked
p 3 The ass stood near and pon - dered, How

cow gave up her hay. To bed a lit - tle stran - ger, (p)
down with ru - by eyes. They could not help but love Him, So
such a thing could be, Whilst sim - ple shep - herds won - dered,

Born on Christ - mas Day. —
lit - tle and so wise. —
Such a Child to see. —

pp

